

**FACTORS CAUSING GENDER INEQUALITY IN EDUCATION IN  
TANZANIA: A CASE OF KOROGWE DISTRICT SECONDARY SCHOOLS**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN  
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**2014**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *“Factors Causing Gender Inequality in Education in Tanzania: A Case of Korogwe District Secondary Schools”* in Partial Fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (Med APPS) of the Open University of Tanzania.

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Date

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Signature

.....

Date

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## ABSTRACT

Education is the most important instrument for human resource development. Education is becoming a universal human right and an important component of women empowerment. Gender inequality in education is a serious problem in Tanzania since independence in 1961. There is still lower enrolment rate for girls and higher dropout rates than their male counterparts in Tanzania. This study explored factors causing gender inequality in education in Korogwe district's secondary schools. The study was conducted in Korogwe District using qualitative design. Forty three respondents were involved in the study through interview and focus group discussion. The findings indicated that inequality in access to education in Korogwe district secondary schools is caused by various factors including poverty, inadequate school infrastructure such as hostels and dormitories, lack of toilets and special room for matured girls, long distance from home to school and lack of sex education and early pregnancies. These are as barriers to equality in accessing to education. Furthermore sexual harassment of girls by male teachers and community members, bad socio-cultural practices such as early and forced marriage, dowry, polygamy, ushashi and kugeleka practices prevent hundreds of girls in Korogwe district to access education. The study further found that lack of access to education for girls and women lead to poverty, increase of infancy and child mortality rate, employment of women in informal sectors as well as increase of fertility rate. The study established strategies to bring equality in education in Korogwe district including gender mainstreaming in teacher training colleges, change of negative-cultural beliefs and attitudes through mass education, protection of women and girls

from violence by establishment of strict laws, increase of girl's enrolment and guidance and counseling programs.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>xvi</b>
<b>FIGURE .....</b>	<b>xvii</b>
<b>LIST OF APPENDICES.....</b>	<b>xviii</b>
<b>LIST OF ABBRE*VIATIONS AND ACRONYMS .....</b>	<b>xix</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	4
1.3 Research Objectives .....	6
1.3.1 General Objective of the Study .....	6
1.3.2 Specific Objectives of the Study .....	6
1.4 Research Questions .....	6
1.5 Significance of the Study .....	7
1.6 Conceptual Framework .....	8
1.7 Operational Definition of Key Terms .....	9
1.8 Scope of the Study.....	11
1.9 Organization of Dissertation .....	11

<b>CHAPTER TWO .....</b>	<b>12</b>
<b>2.0 LITERATURE REVIEW.....</b>	<b>12</b>
2.1 Introduction .....	12
2.2 The Concept of Gender Inequality in Education.....	12
2.3 Trends of Gender Inequality in Education in Tanzania .....	12
2.4 Why Girl Education is Important .....	14
2.5 Femininity and Masculinity Theory and Gender Inequality .....	16
2.6 Factors Causing Gender Inequality in Education.....	17
2.6.1 Socio-Economic Factors and Gender Inequality in Education .....	17
2.6.2 Socio-Cultural Factors and Gender Inequality in Education.....	18
2.6.3 School Infrastructure and Gender Inequality .....	19
2.6.4 Low Motivation Among Girls and Gender Inequality in Education.....	20
2.6.5 Violence Against Women and Girl Child and Inequality in Education .....	21
2.6.6 Pregnancy, Sex Education and Girl Education .....	21
2.6.7 Gender Stereotypes, Gender Roles and Girl's Education .....	22
2.6.8 Parental Education and Gender Inequality .....	23
2.6.9 Parental Occupation and Gender Inequality.....	23
2.6.10 Sexual Harassment and Gender Inequality in Education .....	24
2.6.11 Distance to School and Gender Inequality in Access to Education .....	25
2.6.12 Bias Education Curriculum and Gender Inequality in Education .....	25
2.7 Impacts of Gender Inequality on Education.....	26
2.7.1 Poverty .....	26
2.7.2 High Fertility Rate.....	27
2.7.3 Infant and Child Mortality Rate .....	27

2.7.4	Employment of Girls in Informal Sectors .....	28
2.7.5	Increase Risk of Infection of HIV/ AIDS to Girls.....	28
2.7.6	Increase Dropout Rates .....	28
2.8	Strategies to Bring Gender Equality in Secondary Education .....	29
2.8.1	Gender Mainstreaming and Gender Equality in Education.....	29
2.8.2	Change of Negative Socio-Cultural Beliefs, Norms, Values, Attitudes and Practices .....	30
2.8.3	Women Right and Human Right, Violence Against Women and the Girl Child .....	30
2.8.4	Increasing Admission or Access to Education.....	31
2.8.5	Formulation of Policies to Address Gender Inequities and Inequalities .....	31
2.8.6	Gender Sensitization and Social Mobilization .....	32
2.8.7	Addressing School and Education System Level Obstacles (Improving School Infrastructures) .....	32
2.8.8	Feeding Programs in Schools .....	33
2.8.9	Guidance and Counseling Programs and Access to Girl’s Education .....	33
2.9	Research Gaps .....	34
	<b>CHAPTER THREE .....</b>	<b>35</b>
	<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>35</b>
3.1	Introduction .....	35
3.2	Research Design .....	35
3.2.1	Meaning of Qualitative Design .....	35
3.2.2	Reasons for Selecting Qualitative Approach .....	35
3.2.3	Limitation of Qualitative Approach.....	37

3.3	Location of the Study .....	37
3.3.1	Reason for Selecting Korogwe District.....	37
3.4	Population and Sample.....	38
3.4.1	Justification of Population Selected .....	38
3.5	Sample and Sampling Technique.....	39
3.5.1	Sampling Technique.....	40
3.5.2	Reason for Employing Purposive Sampling .....	41
3.6	Data Collection Techniques .....	41
3.6.1	Interview.....	41
3.6.1.1	Reason for Selecting Semi-Structured Interview .....	42
3.6.1.2	Issues to be covered by Interview .....	43
3.6.1.3	Administration of Semi- Structured Interview.....	43
3.6.1.4	Teacher Interview.....	43
3.6.1.5	Students Interviews .....	44
3.6.1.6	Parent Interview .....	44
3.6.1.7	Recording of Semi- Structured Interview .....	45
3.6.2	Focus Group Discussion (FGD).....	45
3.6.2.1	Reason for Selecting Focus Group Discussion .....	47
3.6.2.2	Issues to Cover by Focus Group Discussion.....	47
3.6.3	Documentary Review .....	47
3.7	Validation of Instruments.....	48
3.8	Data Analysis Procedures.....	49
3.9	Limitation of the Study .....	50
3.10	Ethical Considerations.....	50

3.10.1 Informed Consent.....	50
3.10.2 Confidentiality.....	51
<b>CHAPTER FOUR.....</b>	<b>52</b>
<b>4.0 DATA PRESENTATION.....</b>	<b>52</b>
4.1 Introduction .....	52
4.2 Factors Causing Gender Inequality in Access to Education in Korogwe District Secondary Schools .....	52
4.2.1 Socio-Economic Factors .....	52
4.2.2 Socio-Cultural Practice and Gender Inequality in Education .....	54
4.2.3 School Infrastructure and Gender Inequality .....	55
4.2.4 Low Motivation Among Girls and Gender Inequality in Education.....	55
4.2.5 Violence Against Women and Girl Children and Inequality in Education....	56
4.2.6 Pregnancy and Sex Education and Girls Education .....	56
4.2.7 Gender Stereotypes, Gender Roles and Girl Education .....	57
4.2.8 Parental Education and Gender Inequality .....	57
4.2.9 Parental Occupation and Gender Inequality.....	58
4.2.8 Sexual Harassment and Gender Inequality in Education .....	59
4.2.9 Distance to School and Gender Inequality in Access to Education .....	60
4.2.10 Bias Education Curriculum and Gender Inequality in Education .....	61
4.3 Impacts of Gender Inequality in Education.....	61
4.3.1 Poverty and Gender Inequality.....	61
4.3.3 High Fertility Rate.....	62
4.3.3 Increase of Infant and Child Mortality Rate.....	63
4.3.4 Employment of Girls in Informal Sectors .....	63

4.3.5	Increase Risk of Affection of HIV/AIDS to Girls and Gender Inequality in Education.....	64
4.3.6	Increase of Girl Dropout Rate .....	65
4.4	Strategies to Bring Gender Equality in Secondary Education .....	65
4.4.1	Gender Mainstreaming and Gender Equality in Education.....	65
4.4.1	Change of Negative Socio-Cultural Beliefs, Norms, Values, Attitudes and Practices .....	66
4.4.3	Women Right and Human Right, Violence Against Women and Girl Child	66
4.4.4	Increasing Admission or Access to Education.....	67
4.4.5	Implementation of Policies to Address Gender Inequities.....	67
4.4.6	Gender Sensitization and Social Mobilization .....	68
4.4.7	Addressing School and Education System Level Obstacles .....	68
4.4.8	Feeding Programmes and Gender Equality in Secondary Schools.....	69
4.4.9	Guidance and Counseling Programmes and Access to Girl Education.....	70
	<b>CHAPTER FIVE.....</b>	<b>71</b>
	<b>5.0 ANALYSIS AND DISCUSSION OF THE FINDINGS.....</b>	<b>71</b>
5.1	Introduction .....	71
5.2	Factors Causing Gender Inequality .....	71
5.2.1	Socio-Economic Factors .....	71
5.2.2	Socio-Cultural Practices and Gender Inequality in Education.....	72
5.2.3	School Infrastructure and Gender Inequality .....	73
5.2.4	Low Motivation to Girls and Gender Inequality.....	74
5.2.5	Violence Against Women and Girl Child and Gender Inequality in Education .....	75

5.6.6	Pregnancy and Sex Education and Girl Education.....	75
5.2.7	Gender Stereotypes, Gender Roles and Girl Education .....	76
5.2.8	Parental Education and Gender Inequality .....	77
5.2.9	Parent’s Occupation and Gender Inequality.....	78
5.2.10	Sexual Harassment and Gender Inequality in Education .....	79
5.2.11	Distance to School and Gender Inequality in Access to Education .....	80
5.2.12	Bias Education Curriculum and Gender Inequality in Education .....	81
5.2.13	Conclusion on Research Question One.....	81
5.3	Impacts of Gender Inequality on Education.....	82
5.3.1	Poverty .....	82
5.3.2	High Fertility Rate.....	83
5.3.4	Employment of Girls in Informal Sectors .....	83
5.3.5	Increase Risk of HIV/AIDS Affection to Girls.....	84
5.3.6	Increase of Infancy and Child Mortality Rate.....	84
5.3.7	Increase of Girl’s School Dropout .....	85
5.3.8	Conclusion on Research Question Two .....	85
5.4	Strategies to Bring Gender Equality in Secondary Education .....	86
5.4.1	Gender Mainstreaming and Gender Equality in Education.....	86
5.4.2	Change of Negative Socio-Cultural Beliefs, Norms, Values, Attitudes and Practices .....	86
5.4.3	Women Right and Human Right, Violence Against Women and the Girl Child.....	87
5.4.4	Increasing Admission or Access to Education.....	88
5.4.5	Formulation of Policies to Address Gender Inequities and Inequalities.....	89

5.4.6	Gender Sensitization and Social Mobilization .....	90
5.4.7	Addressing School and Education System Level Obstacles (Improving School Infrastructure).....	90
5.4.8	Feeding Programmes in School.....	91
5.4.9	Guidance and Counseling Programs and Access to Girl’s Education .....	92
5.4.10	Conclusion on Research Question Three .....	92
	<b>CHAPTER SIX.....</b>	<b>93</b>
<b>6.0</b>	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>93</b>
6.1	Introduction .....	93
6.2	Summary of Study.....	93
6.3	Summary of Findings .....	94
6.4	Factors Causing Gender Inequality in Education in Korogwe District Secondary Schools .....	94
6.4.1	Impacts of Gender Inequality on Education in Korogwe District Secondary Schools .....	95
6.4.2	Mechanism to Balance Gender Inequality in Education in Korogwe District Secondary Schools .....	97
6.5	Conclusion.....	99
6.6	Implication of Findings .....	99
6.7	Recommendation.....	102
6.7.1	Recommendation for Actions.....	102
6.8	Recommendation for Future Researchers .....	105
	<b>REFERENCES .....</b>	<b>106</b>
	<b>APPENDICES .....</b>	<b>112</b>

**LIST OF TABLES**

Table 1.1: Enrollment for Students for Five Years (2009-2014) .....	5
Table 3.1: Sample Data .....	41
Table 4.1: Frequency for Respondents on Poverty and Inequality .....	52
Table 4.2: Dropout Status of Selected Schools 2012 and 2013 .....	61
Table 4.3: Frequency on Impact of Inequality in Korogwe District .....	65

**FIGURE**

Figure 1.1: Inequalities in Education and Attributed Factors ..... 9

**LIST OF APPENDICES**

Appendix 1: Interview Guide Questions for Teachers..... 112

Appendix 2: Interview Guide Questions for Students ..... 113

Appendix 3: Interview Guiding Questions for Parents ..... 114

Appendix 4: Guiding Questions for Teachers/ Students Focus Group Discussion . 115

**LIST OF ABBRIVIATIONS AND ACRONYMS**

BPFA	Beijing Platform for Action
EFA	Education for All
FAWE	Forum for African Women Educationalist
FGM	Female Genital Mutilation
GDP	Gross Domestic Product
MDGS	Millennium Development Goals
MOEC	Ministry of Education and Culture
OECD	Organization for Economic Cooperation and Development (Advanced Economic)
PLSE	Primary School Leaving Examination
SEDP	Secondary Education Development Programme
SSA	Sub-Sahara Africa
TGNP	Tanzania Gender Networking Program
UK	United Kingdom
UNDP	United Nations Development Program
UNESCO	United Nation Educational Scientific and Cultural Organization
UNICEF	United Nations Children Fund
UNIDO	United Nation Industrial Development Organization
UPE	Universal Primary Education

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background of the Study

Education is a crucial factor for nations to advance their social, cultural and economic well-being. Gender equality in education is directly proportional to gender equality in the labor force, in the household and in decision-making. Educating female's lower mother and baby mortality rates generate higher educational attainment and achievement for next generations and improves economic conditions of nations (Schultz, 1993). In spite of this realization female education is a crisis in Africa and world in general.

A World Education Report research (1995) has shown a long-standing imbalance in participation of formal education by women. The report stipulated that the literacy rate of the world's women (71.2 per cent) is significantly lower than that of men (83.6 per cent). Nearly two third of the world's illiterate adults are women (565 million), most of whom live in Africa, Asia and Latin America. This situation is against international campaigns to widen women access to education. Various international conventions have been passed concerning women's access to education. They include the Universal Declaration of Human right (1948), UNESCO convention Against Discrimination in Education (1962), UN (1981) convention on the Elimination of all forms of Discrimination against Women and Millennium Development Goals (2000). However these conventions have seldom been implemented at national levels.

Again, according to the statistics of United Nations Department of Economic and Social Affairs (UNDESA) (2010), women account for two third of the world's 774 million illiterate adults. Worse enough, there is still a significant gender gap between boys and girls as we move from primary to secondary and tertiary education. The economic repercussions of these inequalities are far reaching, given the clear evidence that educated women invest more in their children and contribute to the welfare of the next generation (Dollar and Gatti, 1999).

Similarly, United Nation Educational Scientific and Cultural Organization (UNESCO) (2011) report reveals that globally some 39 million children of lower secondary age are not enrolled in either primary or lower secondary education, while two- thirds of the world's 796 million illiterate are women. Only about one third of countries have achieved gender parity at secondary level, therefore with no reasons women lack access to education compared to men.

Organization for Economic Cooperation and Development (OECD) (2011) report on gender inequality found that in developing countries in 2008, 78% of girls of primary school age were enrolled in primary education against 82% of boys. It further states that gender disparities in developing countries are more often more pronounced in secondary, technical and vocational than in primary education. The report further revealed that in South West Asia, along with Sub-Saharan Africa, girls accounted for 44% of students in secondary education in 2007, but just 27% and 39% in technical and vocational education respectively.

Moreover, the Sunday Monitor of March 16<sup>th</sup>, 2014 on educational report from Uganda, states that Girls have continued to be disadvantaged compared to the boys in

all aspects of education access, participation and performance at both primary and secondary levels. According to the Ministry of Education records, the number of boys who joined tertiary institution in 2013 stood at 1000,731 while girls were 78,738 indicating gender gaps of 22,093 students in Uganda. The report also reveals that while indicators for gender equality and equity were defined in the policy, no targets were set and this makes it difficult to realize equal access to education in Uganda. (Sunday monitor March 16<sup>th</sup>, 201. Uganda).

A large number of the studies including Klasen (1999), and Dollar and Datti (1999) and King and Mason (2001), confirm that gender inequality in education has negative impacts on economic growth and it appears to be an important factor contributing to Africa's and South Asia's poor growth performance over 30 years. In case of Tanzania, since independence ignorance was identified as among of three major enemies to development. Also the current Tanzanian constitution Article 11 (2) states that every person has the right to access education and every citizen shall be free to pursue education in a field of his choice to his merit and ability, the highest level according to his merit and ability.

Article 11(3) further states that every person has the right to access education and every citizen shall be free to pursue education. Ensuring of equal access to education to all children regardless of gender was a national priority of Tanzania government since independence. This gave birth to Musoma Resolutions of 1974 that gave the key directives which was Universal Primary Education (UPE) that was declared to be achieved in 1977 instead of 1989 and Education was declared compulsory universal and free (Nyerere, 1967).

Moreover, the establishment of Primary Education Development Plan (PEDP) in 2001 and the Secondary Education Development Plan (SEDP) in 2006 is another initiative to increase access to education in Tanzania. The Secondary Education Development plan (SEDP), for example, aimed to increase transition rate from primary to secondary, to ensure equitable access to education by location (rural-urban), income levels, gender and social-cultural groups.

Furthermore, SEDP aimed to increase number of teachers and physical facilities in schools and financing of the secondary sub-sector. SEDP succeeded to increase the number of secondary schools and the number of form one enrolment in secondary education, for example from 2004-2008 when number of school rose by 194 percent, the enrolment of form one in secondary education increased by 198 percent from 147,470 to 438,901 students (URT2007and 2008). However, in spite of the introduction of Primary Education Development Plan (PEDP) in 2001/2002 and Secondary Education Development Plan (SEDP) in 2006 as measures to increase enrollment of student in primary and secondary schools, still inequality in access to education exists in many education levels including secondary schools.

## **1.2 Statement of the Problem**

Education is the right of every individual in the society, Banjul Charter on human right and People's Right (1981), Article 17 states that every individual shall have right to education. According to Jomtien convention (1990) and Dakar Framework for Action (2000) put much emphasis on Education for All (EFA) as basic human right. Also the Dakar framework for action (2000) set out ambitious goals to eliminate gender disparities in primary and secondary education by 2005 and to

achieve gender equality in education by 2015. The focus was on ensuring girls' gain full and equal access to and achievement in good quality basic education. Nevertheless, 2009-2013 the status of enrollment for students in Korogwe district secondary schools over five years show that there is uneven transitional rate of students progress from primary to secondary education as presented in Table 1.1.

**Table 1.1: Enrollment for Students for Five Years (2009-2014)**

Year of Enrolment	Name of District	Number of Students Enrolled in Secondary Schools		Total (Students)
		BOYS	GIRLS	
2009	Korogwe (U)	806	831	1637
	Korogwe (R)	3057	2876	5933
2010	Korogwe (U)	990	941	1931
	Korogwe (R)	4,021	3914	7935
2011	Korogwe (U)			
	Korogwe (R)	2014	1939	1813
2012	Korogwe (U)	845	524	1668
	Korogwe (R)	3304	1692	6580
2013	Korogwe (U)	570	823	3629
	Korogwe (R)	1937	3276	1094
	<b>Total</b>	<b>24404</b>	<b>16816</b>	<b>32220</b>

Source: Korogwe District Educational Office (2014)

In five years 2009-2013, a total of 24,404 (75.7%) boys were enrolled in secondary schools in Korogwe rural and urban against lesser than 16,816 (52.2%) girls. This gives a signal of gender inequality in access to education in Korogwe district secondary schools. The above scenario of having more opportunity for boys than girls is against human right conversion on education Banjul Charter on Human right

and People's Right (1981), Dakar Framework for action (2000) and Millennium Development Goal (2000). The study therefore is set to investigate factors causing gender inequality in education, investigating the impacts of gender inequality in education and to suggest possible ways to balance gender in education in secondary schools based in Korogwe District.

### **1.3 Research Objectives**

#### **1.3.1 General Objective of the Study**

The study had the purpose of identifying factors causing gender inequality in education in secondary schools based in Korogwe District.

#### **1.3.2 Specific Objectives of the Study**

- (i) To examine factors for gender inequality in education in Korogwe District secondary schools.
- (ii) To investigate the impacts of gender inequality on education in Korogwe district secondary schools.
- (iii) To explore mechanisms to balance gender inequality in Education in Korogwe secondary schools.

### **1.4 Research Questions**

Regarding research objectives, the following research questions were developed to guide the investigation

- (i) What are the factors for gender inequality in Korogwe Secondary School?
- (ii) What are the impacts of gender inequality in education at Korogwe Secondary schools?

- (iii) What mechanism should be used to balance gender inequality in Korogwe secondary schools?

### **1.5 Significance of the Study**

The study of factors causing inequality in education in Korogwe district secondary schools will have the following importance:

- (i) The study expected help the educational policy makers, educational planners and education decision makers to come up with different perspectives on trying to make equal opportunity in education for girls and boys in secondary schools.
- (ii) The study focus to enable policy makers, planners and decision makers to design gender sensitive programmes in school and colleges hence to create environment of equal access to education for all sexes. For this reason the existing policies on gender may be reviewed and modified for realization of equal access for both boys and girls.
- (iii) The study also intends to help parents and other educational stakeholders to change their attitudes toward girls' education. The information obtained from this study will create insights on importance of girls' education for development of community and society at large, this will drive parents to create equal access to education to both girls and boys.
- (iv) The study is expected to add the references on gender inequality in educational or related to factors causing gender inequality in education, impact of gender inequality in education and appropriate ways of addressing gender inequality in education.

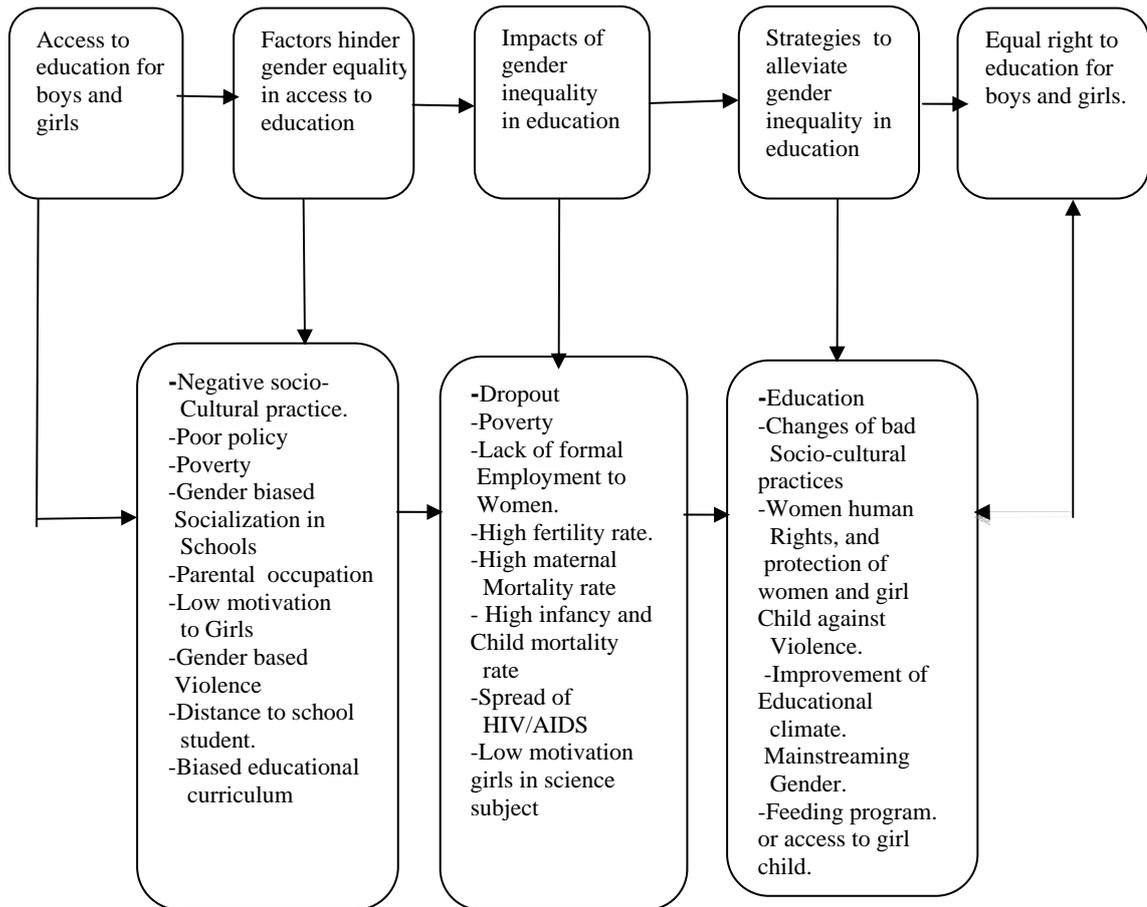
## **1.6 Conceptual Framework**

The conceptual framework that guided this study based on gender inequality in education. Different literatures identified various factors that hinder gender equality in education. Inequality in access to education is identified to be a dependant factor, it depends on factors that hinder equality in access to education as identified in literature review section like gender stereotypes, poor education policies, negative socio-cultural practices, low entrance grade by girls in secondary education, low motivation to girls compared to boys, biased education curriculum, poverty, teaching and learning materials, violence against women as well as distance from homestead to school. This variable informed the audience on specific factors which hinder gender equality in education among selected schools in Korogwe.

The study also set to explore the impact of inequality in access to education. Variables expected to be investigated under this variable are; dropout, lack of formal employment, poverty, high fertility rate as well as increase of infancy and child mortality rate. These inputs revealed to the audience (Teachers, Parents and Policy makers) the specific impacts of gender inequality in education and hence knowing the problem and addressing it.

The study further set to explore the measures to be taken to ensure equal access to education at Korogwe District as indicated in chapter two, various measures can be taken to overcome the problem of imbalance in access to education in Korogwe district including gender sensitization (mass education), through changing of negative socio- cultural practices, women's human rights, addressing violence against women and girl child, improvement of education climate, increase of

research publication and documentation and gender mainstreaming in educational planning. Studying this variable will enlighten the audience to develop mechanisms to address the gender inequality in education in Korogwe secondary schools.



**Figure 1.1: Inequalities in Education and Attributed Factors**

Source: Modified from Dakar Framework of Action and UN Millennium Developed Goal (2000)

## 1.7 Operational Definition of Key Terms

### (i) Gender

In this study “gender” means social concept regarding cultural bond, role and behaviours as well as relationship between women and men, boys and girls in particular society.

**(ii) Gender balance**

In this study gender balance can be explained as the situation whereby there is equitable accessibility of men and women to different social and economic needs, for example leadership, employment opportunities and inheritance of natural resources and others.

**(iii) Gender stereotyping**

Gender stereotyping has been used in this study to mean a situation to have a fixed idea about a community, group, or person but which is usually not true.

**(iv) Gender equality**

In this study gender equality is the situation whereby there is a positive relationship between man and women.

**(v) Sex**

Sex in this study refers to biological difference between males and females. It involves the reproductive structures such as female reproductive structures and male reproductive structures.

**(vi) Secondary Education**

Secondary Education has been used in this study to mean a post primary education offered to person who successfully complete seven years of primary education and have met the requisite entry requirements.

**(vii) Kugeleka**

Kugeleka in this study refers to act of training matured girls to take wives responsibilities and better ways of handling their future husbands.

**(viii) Ushashi**

Ushashi in this study refers to act of praising school girls who get pregnancy during the course of their study.

**1.8 Scope of the Study**

This study concentrated on factors causing gender inequality in education at Korogwe district secondary school. The study involved the following schools; Magoma secondary school, Mfundia secondary school, Mashewa secondary school and Kizara secondary school. Also the study explored the measures to overcome the problem.

**1.9 Organization of Dissertation**

The report is organized in six chapters. The Chapter one contains background of the problem, the statement of the problem, objectives of study, research questions, significance of the study, scope of study, definitions of terms, conceptual frame work and organization of the dissertation. Furthermore, chapter two presents literature review and research gaps. Chapter three presents research methodology used in study, such that data presentation is presented in chapter four. Chapter five presents data analysis and discussion while summary, recommendations and conclusion of the study are presented in chapter six.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents of review of literature that relates to this study. The reviewed literature used as the guideline for the study. The literature discussed involved the following subtopics; concept of gender inequality, trends of gender inequality in education in Tanzania, importance of girl's education, causes of gender inequality in education, impacts of gender inequality in education and strategies to alleviate gender inequality in education.

#### **2.2 The Concept of Gender Inequality in Education**

Osongo (2009) defines gender inequality in education as the process that treats people (men and women) are treated unequally in access and opportunity to educational matters. In this study, the term gender inequality will be used to imply social injustices, unfairness in distribution of resources and opportunities among men and women as these groups try to acquire education in Korogwe district.

#### **2.3 Trends of Gender Inequality in Education in Tanzania**

After independence, Mwl Nyerere the first president of Tanzania identified poverty, ignorance and disease as enemies of development (Nyerere, 1967), With adaptation of international campaign of educational for All (EFA), Nyerere declared Universal Primary Education to be achieved in 1977 instead of 1989, under this declaration primary education was free, universal, and compulsory regardless of sex. It increased

of admission at primary level but with un-proportional transition rate to secondary education.

Girls in Tanzania have more limited access to educational opportunities, particularly at secondary level. A quota system was introduced shortly after independence by government to increase the enrollment of girls in government secondary school as well as students from disadvantaged regions. The quota operated by allowing a certain proportion of girls to be admitted to secondary schools with lower PSLE grades lower than boys. It' was constructed system to enable girls to access education but created the failure of girls in future because of lack of any kind of additional support at both primary and secondary schools.

In early 1990's, the World Bank put pressure to MOEC to remove the quota system although NG'Os concerned with education (Such as the Tanzania Gender Networking Program (TGNP) had argued that quota system should remain until remedial measures are put in primary schools. (Omari, 1999).

The establishment of Day Secondary Schools in Tanzania under the Secondary Education Development Plan (SEDP) in 2004 aimed at dealing with problems in education sector by the time. Before their establishment Ordinary Day secondary schools, the transition rate was very low. Many pupils who completed primary schools had no chance to join secondary. For example, in 1997 pupils who completed standard seven were 414,069 and only 69,4 25 which is equal to 16.8% managed to join secondary school. From them 35,059 join government secondary

school while 34,368 joined private school. In spite of these initiatives it was difficult for the government to ensure gender balance in secondary education.

#### **2.4 Why Girl Education is Important**

African (Banjul) charter on human right and people's Right (1981), Article 17 states that every individual shall have right to education. In spite of having right to access education, girl education is very important due to the following reasons:

Reduction of women fertility rate; there is direct relationship between education of women and reduction of fertility rates. Women with formal education are much more likely to use reliable family planning methods, delay marriage and child bearing, and have fewer and healthier babies than women with no formal education. It is estimated that one year of female schooling reduces fertility by 10 percent. The effect is particularly pronounced for secondary school (Schultz *et al.*, 2002).

Also girl education is important for lowering infancy and child mortality rates, Girl's education is very important for children's health and growth. Thomas (1990) study in Brazil found that women's resources have 20 times more impact than men's resources on child health. Also, Psachoropoulos (2002) found that women with some formal education are more likely to seek medical care, ensure their children are immunized, are better informed about their children's nutritional requirements, and adopt improved sanitation practices as a result, their infants and children have higher survival rates and tends to be healthier and better nourished. Children of mothers with five years of primary education are 40 percent more likely to live beyond age

five years (Summers, 1994). Therefore, in order to ensure reduction of child mortality rate the government should invest more on girl's education for betterment of girls, community and society at large.

Girl's education seems to lower maternal mortality rates. Various studies revealed that there are strong relationships between education to girls and reduction of maternal mortality rate. World Bank report (2001) revealed that women with formal education tend to have better knowledge about health care practices, are less likely to become pregnant at a very younger age, tend to have fewer, better spaced pregnancies, and seek pre and post- natal care. It is estimated that an additional year of schooling for 1,000 women helps prevent two maternal deaths. UN Millennium Development goal five (improving maternal health) can be possible through education to girls (Millennium development goal, 2000).

Girls' education is effective investments in the next generation. Educating girl in a society is like to educate the whole society. It has also been shown that educating women has a greater impact on children's schooling than educating men (Filmer, 2006). Children of educated mothers, especially daughters, are more likely to receive education. Mothers' education has a greater effect on children's education than fathers' even though fathers' education implies a greater effect on income. In Pakistan for example, mothers' education is the single strongest determinant of schooling for their children, especially for girls. Various experience revealed that there is positive contribution between educations of mother to her children especially daughters than fathers. Also in Peru, mothers' education increases girl school enrollment as much as 40 percent more than fathers' education (UNESCO, 2003).

Protection of girls against HIV/ AIDS infection: uneducated females are more likely to be affected by HIV/AIDS than educated females. Girls' education ranks among the most powerful tools for reducing girls' vulnerability. It slows and reduces the spread of HIV/AIDS by contributing to female economic independence, delay marriage, family planning, and work outside the home, as well as conveying greater information about the disease and how to prevent it. Various studies in different countries demonstrate the importance of education to females toward reduction of vulnerability of girls to HIV/ AIDS. Young rural Ugandans with secondary schooling are three times less likely to be HIV positive (De Walque, 2007). In Indian women with formal schooling are more likely to resist violence that could lead them to acquire HIV/AIDS (Sen, 1999).

Education to girls contributes to democratization: Education to women is directly connected with democracy. It has been argued that countries with higher primary schooling and a smaller gap between rates of boys' and girls' schooling tend to enjoy greater democracy. Democratic political institutions (such as power-sharing and clean elections) are more likely to exist in countries with higher literacy rates and education levels. In Bangladesh for example educated women are three times more likely to participate in political meetings (UNESCO, 2000).

## **2.5 Femininity and Masculinity Theory and Gender Inequality**

“Femininities and masculinities” describe gender identities. They describe socio-cultural categories in everyday language. Femininity and Masculinity refer to the degree to which persons see themselves as masculine or feminine given to what it means to be a women or a man in a society (Connell, 1995). Femininity or

masculinity is a socially constructed phenomenon rather than biological (John 1955). According to Connell (1995), argued that masculinity is associated with strong, active, hard and rational while femininity is associated with weak, passive, soft and emotional.

This theory is employed in this study because the problem of inequality in access to education in Korogwe district is constructed by perceptions of masculinity and femininity. Teachers, student and parent hold perception that boys are strong, capable and rational. Also in schools boys are motivated in science subjects like Mathematics, Physics and Chemistry which society perceive them as masculine subjects. On the other hand parents, students and teachers in Korogwe district hold the perception that girls are weak, soft, emotional and less capable hence encouraged in domestic works and petty business, and in schools girls are motivated in home-related disciplines such as cookery, Home economics, needle work and arts subjects which society perceive them as feminine subjects. Through these perceptions teachers, students and parents perpetuate inequality in access to education in Korogwe district secondary schools.

## **2.6 Factors Causing Gender Inequality in Education**

### **2.6.1 Socio-Economic Factors and Gender Inequality in Education**

A number of studies in several African countries suggested that poverty is one of major factor preventing children from getting access to education in Africa. Higgins (2009) found that “there is a strong correlation between poverty and lower primary and secondary net and gross enrollment rates. She found that three region of Ghana

with highest levels of poverty recorded the lowest enrolment and achievement rates in the country. Her study further stipulate that in 2005/06 at secondary level, net and gross enrolment was 36.1% and 44.2% in poor urban households compared with 57.7% and 72.6% in non-poor urban households, in rural areas net and gross enrolment was 22.3% and 39.1% in poor rural households compared with 25.6% and 45.0% in non-poor rural households (Higgins, 2009).

Similarly, Torto (2009), study shows that when the family income becomes poor girls are pulled out of school and boys are left in school. Also when girls are matured enough during preparation for the marriage, they are taken out of school to supplement the family income by selling, farming or performing other money earning activities. Oxaa, (1997) holds that poverty combines with gender to limit the education opportunities of girls more than boys due to entrenched imbalance power relations as well as unequal gender roles in many cultures worldwide.

### **2.6.2 Socio-Cultural Factors and Gender Inequality in Education**

Socio- cultural practices seem to be a strong setback in girl's access to education. Visagie (1999) argued that both Western and African cultures seem to be deeply influenced by the idea of fathers. This affect decision made in households about educational matters based on favoring more boys than girls. Adana and Heneveld (1995) in their study of the enrolment patterns of girl's education in Africa observed that the low participation of girls in education results from a combination of socio-economic and cultural forces outside the school, as well as traditional gender roles. For example, girls are encouraged or are forced into early marriage, either to protect

them from pre-marital pregnancy, which is considered shameful and illegitimate in most African societies or to reduce family economic burden.

Bamora's study (2010) on gender inequality in access to education in Ghana found that girls' education affected by traditional practices associated with adolescences and the rights of passage, which related to the construction of sexuality of young boys and girls. Female Genital Mutilation (FGM) is identified as harmful to the wellbeing of women and girls and contributed to low enrolment of girls in education. According to World Health Organization (WHO) (2008) FGM is commonly practiced among African communities and about 100 to 140 million girls and women worldwide have experienced (WHO, 2008). Therefore, bad socio- cultural practices contribute to keep many girls out of school since different community has different culture that hinders girls to access education.

### **2.6.3 School Infrastructure and Gender Inequality**

It has been argued that inadequate school facilities can also keep girls away, some school facilities can actually make it difficult for girls to go to school. For example, matured girls cannot carry out their studies comfortably due to inadequate latrines. (Kionga 1997) founds that lack of latrines; especially separate latrines for girls were identified as worst school experience for girls, these draws attention to the special conditions and experience which prevent girls from full participation and achievement in classes.

Bamora (2010) in her study in Ghana found that there is lack of school gender friendly facilities to provide favorable environment for students particularly for girls

to learn and hence prevent them to access education. She found that school lacked important facilities such as hostels, furniture, drinking water, proper urinals and toilets for girl's access to education. Moreover, World Bank (2008) study in Ethiopia reveal that many schools face challenge of insufficient classrooms and furniture and basic sanitary facilities- including separate toilets, for boys and girls, all these impedes many girls access to education.

#### **2.6.4 Low Motivation Among Girls and Gender Inequality in Education**

Motivation is very important for better educational performance and ways of promoting balance in access to education between boys and girls. Various studies reveal that while assertive behavior is promoted among boys, passive behavior is promoted and encouraged among girls. Girls are called on to perform domestic duties for teachers at school, such as fetching water, reinforcing gender stereotypes and taking time away from learning (World Bank, 2007).

World Bank (2009) states that lack of female teachers as role models was also highlighted as being key factors hindering girls experience of quality education. It also argued that their presence encourages parents to send their children especially girls to school because they see opportunities for their daughters outside the household and sense of security for girls when female teachers are present. The absence of female teachers made many girls to be inferior and low concentration to academics for better achievement.

Bamora, (2010) study in Ghana found that boys got more praise in the classroom for their active participation in lessons while girls were praised for their good behavior

and neatness, this affect girl's retention and performance and hence some girls dropout of their studies.

### **2.6.5 Violence Against Women and Girl Child and Inequality in Education**

UN (1993) defines the term “violence against women” as an act of gender-based violence that results in or likely results in physical, sexual or psychological harm or suffering to women including, threats of such as arbitrary deprivation of liberty, whether occurring in public or in private life related to exploitation. Various studies confirmed that violence against girls is a barrier to access education.

Alam *et al.* (2009) found from the study in Bangladesh that 43% of girls had experienced some form of sexual harassment on the ways to school or college. A recent report from UK by Lucas (2012) found high school girls face sexual violence and abuse in school often perpetrated by teachers. Also study by Scharff (2007) in Malawi found that girls were more vulnerable than boys to abuse, both while in transit and when in school. For this reason girls drop out of their studies than boys due to violence faced while at school or in the households.

Dunne *et al.* (2003) in their study on gender violence in Zimbabwe, Ghana and Malawi found that both teachers and students often used sexual harassment and corporal punishment as major means of controlling and regulating behavior. The finding from Ghana reveals that abusive behavior by male pupils, teachers and sugar daddies did exist in the Ghanaian school context.

### **2.6.6 Pregnancy, Sex Education and Girl Education**

Bamora, (2010) states that another factor that relates to sexual violence and serve to limit girls' education in education is pregnancy. Ahmed 1999, Hallman, 2004, and

Kaufman *et al.* (2001) argued that the education of most school girls in Ghana and other worldwide is cut short by unwanted pregnancies as many of them were expelled from school at the moment their pregnancies become visible. The Forum for Africa Women Educationalist (FAWE) (2000) reveals that about 21% of Kenya adolescents have had at least one child at the age of 20 and that 8000 to 13,000 girl dropout of school due to pregnancy. The same report that was revealed in Ghana, stipulated that 1,068 student dropped out of school between period 1990 and 1994. Of these 638 were girls and 1172 representing 27% dropout due to pregnancy, making pregnancy the highest cause of dropout among girls. In Uganda, the report show that 60% of patients who died as the result of abortion complications were girls below the age of 20, most of them are secondary schools students (FAWE, 2000).

### **2.6.7 Gender Stereotypes, Gender Roles and Girl's Education**

The major challenges to progress in education and training for women in Africa arise from persistent gender stereotyping, widespread gender discrimination and negative social attitudes toward girl's education (UNESCO, 2011). Bamora (2010) further found that girls share domestic chores which are daily routines that occupy their time all year compared to boys activities which are seasonal. The study also found that some girls had to take care of the house on days when parents were away and attending social functions such as funerals, naming and marriage ceremonies in neighboring communities.

According to McCreary 1994 and Sirin *et al.* (2004) male's roles generally have higher level of social status and prestige than female roles, consequently men and boys who perform stereotypically feminine roles lose status and prestige where as

women and girls who engage in traditionally masculine roles elevate social status and prestige. Furthermore World Bank research (2009) revealed that teachers (both male and female) who had not any gender sensitivity training and or training on inclusive education also considered girls to be less intelligent than boys.

### **2.6.8 Parental Education and Gender Inequality**

Parental educational level influence decision concerned with educational matters in the family (Grissmer *et al.*, 1994). The educational level of parents has been greatly connected to the educational attainment of their children (Sarigini, 1990). Ezewu et al (1981) found that educated parents often fall into high or middle economic class families show more concern over their children's performance in school either by teaching them in those subjects they performed poorly or appointing lesson teachers to further coach them. These children are less likely to drop out their studies.

In rural areas in particular, lack of education among the parents is a sizable obstacle parents may decide whether to educate girls or not and this depends on their education levels (Dollar and Gatti, 1999). "In Mozambique for instance, the difference in boys' and girls' enrollment rates is much less in urban areas- something that is true for most countries. That is because in urban areas parental education is higher and there are more job opportunities for women and girls.

### **2.6.9 Parental Occupation and Gender Inequality**

World Educational report (1998) identified that perceived lack of job opportunities for women may also keep parents away for sending their daughters to school. But the logic about keeping girls out of school, can become a vicious circle: girls do not get

educated because there is a lack of wage-earning opportunities for women, and women who are uneducated cannot get wage-earning employment. Parental occupation plays great role in student admission, retention and performance. Ezewe (1990) argued that, children from high socio- economic status families are likely to improve on their academic achievement even if they have been performing poorly before because they can be provided incentives to do better.

#### **2.6.10 Sexual Harassment and Gender Inequality in Education**

Sexual harassment against women and girl child limit a large number of girls to access education, completion and performance rate. Robison (2005) states that sexual harassment involves any physical, visual or sexual act experienced by a person from another person who makes them feel embarrassed, uncomfortable and humiliated which further reduces a person self confidence. The study done by World Bank (2009) in Mozambique found that teachers concerned with sexual harassment and teachers who are found guilty of rape or sexual harassment or abuse are generally transmitted to another post with no other sanction or legal action taken (like dismissal or imprisonment).

Alam *et al.* (2009) found from his study in Bangladesh that 43% of girls had experienced some form of sexual harassment on the ways to school or college. Similarly study by Scharff (2007) in Malawi found that girls were more vulnerable than boys to abuse, while in transit and when in schools. Similarly, Bamora (2010) study in Ghana reveals that there is abusive behavior by male pupils, teachers and sugar daddies exist in Ghana school context. Therefore in order girls to gain access

to education and exercise their basic right to education sexual harassment to women and girls should be addressed as a hindrance.

#### **2.6.11 Distance to School and Gender Inequality in Access to Education**

According to De Jaenghere (2004) found that in Africa lack of formal secondary school in close proximity to girls' homes prohibits their participation. Similarly study by Coady and Parker (2002) in Mexico had shown that distance to secondary school had consistently large negative effect on probability of enrolling in secondary school. The impact in general was much larger for girls than boys in long journey from home to school affect students particularly girls in retention and completion of study circle.

In Zambia the study by Nsemkila (2003) revealed that 50% of the children in urban areas are located within 15 minutes walking distance to school compared to 14% in the rural areas. The average walking to the nearest secondary school was 27 minutes for urban areas and 185 minutes in rural areas. A study by Scharff, (2007) in Malawi found that girls were more vulnerable than boys to abuse, both while in transit and when in school. To avoid lengthy walk to school some girls make their own lodging arrangement near community day school that do not offer boarding facilities (Scharff and Brady, 2006). Those self-borders are unsupervised by the school and they fall in risk of theft and self abuse (scharff, 2007). This results to gender gaps in education especially in rural areas due high dropout rate by girls.

#### **2.6.12 Bias Education Curriculum and Gender Inequality in Education**

Curriculum is another angle which hinders gender equality in access to education. Biased education curriculum made girl's inferior and less competitive in science

subjects FAWE (2009) found that, home economics, business education have traditionally been rigidly segregated by gender. Reflecting on society expectation, school taught girls child-rearing, cooking, sewing and secretarial skills. Boys, on other hand were taught mechanics, woodworking and other vocationally oriented skills. These courses were usually segregated by customs and sometimes by official school policy.

Kenya government (2000), found the inequality in admission presented itself in courses on which women are enrolled, the analysis of student enrollment in public universities courses by Ministry of education confirmed that relatively few women are enrolled in science courses and specifically engineering. It can be argued that the existing school curriculum and the way it is implemented may be source of inequality in access to education between boys and girls (Bamora, 2010).

## **2.7 Impacts of Gender Inequality on Education**

### **2.7.1 Poverty**

There is strong relationship between inequality in education and poverty; Dollar and Gatti (1999) study found that gender inequality in education has negative impact on economic growth and appears to be an important factor contributing to Africa's and South Asia's poor performance over 30 years. Also Klasen (1999) argued that there is strong association between secondary education level and economic growth, bias in provision of education in terms of gender lower human capital necessary for economic growth. Similarly, Siddique, (1998) study in Bangladesh found that poverty in Bangladesh is as result of gender inequality in access to education. He

suggested that the alleviation of poverty is not possible without empowering women through educating them (Saddique, 1998).

### **2.7.2 High Fertility Rate**

Apart from the studies linking gender inequality to economic growth, there are larger number of studies that link gender inequality in education and high fertility rate for example (Murth *et al.*, 1995; Summers 1994; Hill and King (1995). Summers (1994) for example show that females with more than 7 years of education have an average, fewer children in Africa than women with no education. King and Hill (1995) find similar effects of female schooling on fertility. With proportion of women with secondary schooling, the fertility rate is reduced from 5.3 to 3.9 children per women (Subbaro and Raney, 1995).

### **2.7.3 Infant and Child Mortality Rate**

The United Nation Educational Scientific and Cultural Organization (UNESCO) (2011) state that lack of formal education among girls and women increased infancy and child mortality rate. UNESCO (2011) found that uneducated women are unable to seek medical care for their children, fail to ensure their children immunization and adopt improved sanitation practices which shorten survival rate of their infants and children.

UNICEF (2008) found that uneducated women lack knowledge about nutrition which results their children to suffer from malnutrition and hence shorten their life span. Therefore, there is strong connection between education of women and health of their children.

#### **2.7.4 Employment of Girls in Informal Sectors**

Women's apparently low participation in the work force can be explained by their substantial participation in unwaged work and in the unrecorded informal sector. Women perform the bulk of domestic chores and child rearing duties which is unremunerated and undervalued; this is due to lack of access to formal education (World Bank 2007). Evidence provided by Bamora (2010) reveal that since girls are discriminated in education resulting to low skills and less competition with labor market in Ghana hence forced girls in low paying jobs.

#### **2.7.5 Increase Risk of Infection of HIV/ AIDS to Girls**

Various studies reveal that inequality in access to education placed girls in risk of more likely to be affected by HIV/AIDS. UNESCO (2006) for example argued that girls' education ranks the most powerful tools for reducing girl's vulnerability. It slows and reduces the spread of HIV/AIDS by contributing to female economic independence, delayed marriage, family planning and work outside the home, as well as conveying greater information about the disease and how to prevent. Bamora (2010) study in Ghana found that lack of education particularly sexual and reproductive health makes girls in risk of HIV/AIDS and other sexual transmitted diseases.

#### **2.7.6 Increase Dropout Rates**

Generally school climate affect students particularly girls in aspects of completion and performance. Lack of conducive learning environment for girls in school and home serve as barrier in access to education to many students particularly girls.

Bamora, (2010) in her study in Ghana found that girls drop studies due to various including poverty, pregnancy, low academic performance, deaths of parents and divorce as reasons for students particularly girls dropout of schools in Ghana.

She further revealed that poverty noted as major contributing reason for most school dropout reported since their parents are substance farmers who depended on crop cultivation and animal rearing for food production and income, many parents therefore, could not earn enough income to pay for their children's education.

## **2.8 Strategies to Bring Gender Equality in Secondary Education**

### **2.8.1 Gender Mainstreaming and Gender Equality in Education**

Mainstreaming gender in education is very important in realizing gender equality in access to education. This is the process of assessing the implications for women and men of any planned action, including legislation, policies and programs in any area and at all levels. It is the strategy for making women's as men's concerns and experiences an integral dimension in the design, implementation, monitoring and of policies and programs in all political, economic and social spheres (UNESCO, 1999).

In Indonesia, for example, the presidential instruction Number 9/2000 on gender mainstreaming in national development is the main policy and strategy to reduce the gender gap against women. The national Education has developed Gender mainstreaming Programs of Action to ensure equal access to education (Indonesia Government, 2000). Generally mainstreaming gender is identified by many governments as effective and efficient ways of realizing gender equality.

### **2.8.2 Change of Negative Socio-Cultural Beliefs, Norms, Values, Attitudes and Practices**

Collectively, these socio-cultural factors have negative impacts on education of girls with the regard to all key indicators – access, retention, performance and transition. Evidence suggests that gender inequality should be addressed not only in terms of financial or economic aspects but also in social norms (UN 2002, UNRISD, 2010). With this in mind it has been addressed that the lack of women’s decision-making power likely cause gender inequality in some society and in families (OECD, 2010).

The effects are not only limited at home, in the governmental system, community councils, and policy making institutions, women are under- represented which counts for the low level of women’s perspectives in the systems. Limited reflection of women's perspective in decision-making result's in gender discrimination in society within households (UN, 2002; OECD, 2011).

### **2.8.3 Women Right and Human Right, Violence Against Women and the Girl Child**

Violence against women and girl child limited million of girls to exercise the basic right to access education. Various studies show how different countries struggle to overcome violence against women and girl child. The Indonesia government for example has put forward the effort to eliminate violence against women as one of its national priorities. Different strategies were taken like; Joint declaration between GOs and NGO’s on elimination of violence against women and launching of “Zero Tolerance Policy on violence against women”. Also establishment of laws to protect

child is very important for example Law Number 23/2002 on child protection (Indonesia government, 2000).

#### **2.8.4 Increasing Admission or Access to Education**

Access has been identified by UNESCO and other United Nations Agencies as one ways of reducing gender inequality in education in the society. UNESCO (2012) identified various strategies to increase equal access to education through promoting gender equality in national laws, policies and plans, seeks to expand access learning opportunity in particular for girls and women in formal and non- formal education.

Similarly through eliminating fees for primary and secondary education has been identified as alternative to increase girls' enrollment. Study done by UNDG (2010) in Ethiopia, Ghana, Kenya, Malawi and Mozambique reveal that fees are a particular barrier to school attendance for children from poor and/ or rural households especially girls, orphans and children with disabilities. There is greatly needs the for governments to remove school fees and other contribution in order to increase female enrollment in secondary levels Bamora (2010).

#### **2.8.5 Formulation of Policies to Address Gender Inequities and Inequalities**

Despite the apparent gender inequities and inequality in education in SSA many countries and institutions of education have not developed comprehensive policies to address the issue, UNESCO (1999) emphasizes on gender mainstreaming in educational policies and programs in any area and at all levels as efficient way of alleviating inequality in access to education between boys and girls. Formulation of policies that intend to equalize access in education should be adopted by policy

makers so as bring equality in education. Bamora (2010) suggested that there is a need to mainstream gender in teacher training so as to ensure female teachers are constantly available in school as role models.

### **2.8.6 Gender Sensitization and Social Mobilization**

Education is highly needed to change male domination in education. Many countries implement this strategy in different ways. Kenya government for example found that increasing gender awareness is very important; this should be developed at work place through meeting, workshops and seminars for decision makers (Government of Kenya 1997). In addition the study done by World Bank (2009) revealed that, there is need to make sensitization through strengthening girls and boys clubs to increase their knowledge on gender, sexuality, HIV and AIDS, Career development skills to become more confident and assertive and providing them with small grants to improve school facilities, such as (latrines for boys and girls).

### **2.8.7 Addressing School and Education System Level Obstacles (Improving School Infrastructures)**

Multi- faceted and looks at both issues affecting teaching and learning and education management at all levels of education systems, some examples are; delivery training on gender friendly teaching materials production and providing material production to increase girl performance, increasing the number of teachers, particularly female teachers, at all levels of education, who are well trained and supported to provide quality education for girls and enrich their school experience through teacher training support and national level advocacy on teacher recruitment policies (World Bank 2009).

### **2.8.8 Feeding Programs in Schools**

Feeding programs seem to be important not only in retention and increase the performance of students but also serve as ingredient for promoting gender equality in access to education. The study of Cardoso and Varner, (2006) in Brazil found the reason for about 33% of schools was dropout said suffered hunger in their school compared to 17% for those in school.

The Girls education officer in Brazil states that with assistance from World Food Program (WFP) and Catholic Relief Services (CRS) provide free lunches for school in district with lowest girls' enrolment in the region found increase of girl's enrolment in those districts. L.W. Chiuri and J.K, Kiumi (2005), suggested that in order to increase enrolment rate, retention and performance of student including girls there is need to initiate school feeding programmes in Arid and Semi Arid lands. This can act as catalyst to parents to encourage their children to school.

### **2.8.9 Guidance and Counseling Programs and Access to Girl's Education**

It is important to ensure constant guidance and counseling in order to increase girl's enrolment, retention and performance. Bamora, (2010) argued that with very limited access to vital information on sexual and reproductive health, including HIV/ AIDS, both at home and the schools, school girls rely heavily on potentially inaccurate or harmful information about sex from peers, the media and internet as results are exposed to the risk of pregnancy and other sexually transmitted diseases. Therefore, in order to rescue girls from poor performance and dropout guidance and counseling services in schools is imperative.

## **2.9 Research Gaps**

The study on gender inequality in education reviewed much internal and external literature. They covered factors causing gender inequality in Education, the impact of inequality in access to education and the deliberate measures taken to overcome the problem. In Tanzania especially Korogwe district there is little systematic study that analyzed causing factors for gender inequality in education in secondary education; further there is little systematic study on measures to be taken to combat gender inequality in education at Korogwe district secondary schools. Also culture identified from different literature as causative factor in access to education cannot take to be uniform across space and time. Therefore, all mentioned gaps need to be filled with this current study.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents methodology and procedures that were used in order to collect information for the study. The sub-topic covered in this chapter include research design, area of study, population, the sample and sampling procedures, data collection instruments, validation of instruments and data analysis procedures.

#### **3.2 Research Design**

##### **3.2.1 Meaning of Qualitative Design**

The research design that was employed in this study was qualitative. According to Patton (2002) a qualitative research is defined as a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data. Rwejuna (2013) quoted from Ary, Jacob and Razavieh (1996) stated that in qualitative research human behavior is always bound to the context in which it occurs, attempting to make sense or interpreted phenomena in terms of the meaning that people bring to them. It also involves collection of a variety of empirical materials, case study, personal experience and life stories.

##### **3.2.2 Reasons for Selecting Qualitative Approach**

Qualitative design was adopted in this study because of the following reasons: Qualitative design is adopted to gain in-depth understanding of topic under investigation. Greene (1994) argued that “when information needs comprise of

multiple perspectives, contextualized meanings, or experience of programme participation then qualitative method should be employed. In this study researcher explored factors causing gender inequality in education at Korogwe district secondary schools. This approach helped researcher to employ in-depth interviews in order to gain deep understanding on the factors for gender inequality from participants as Laws (2003) pointed out that qualitative design develops in-depth knowledge.

A qualitative approach is also adopted because of its flexibility in research. Laying on the assumption that human behavior cannot be predicted during process of data collection. This enable researcher to probe questions or change the questions during interview session so as to be compatible with respondent condition (Kombo *et al.*, 2006). The probing and open ended questions helped researcher to gain understanding of factors contributing to gender inequality in education in Korogwe district secondary schools, as banking on the fixed questions would limit the researcher to get more deep understanding on topic investigated.

Qualitative design is chosen in this study because of its methods of data collection; these methods include in-depth interview, Focus Group Discussion and documentary review. These methods allow thick data collection which provides room for thick description and narration on factors causing gender inequality in access to education, impact of inequality in access to education and strategies to bring gender quality in access to education as Rwejuna (2008) states that qualitative methods are very important for thick data collection which provides thick description and narration.

### **3.2.3 Limitation of Qualitative Approach**

Qualitative approach findings are non-representative and non-generalizable, Patton et al (2002) argued that samples involved in qualitative studies are small and not necessarily representative of the broader population, so it is difficult to know how far we can generalize the result. Laying in this assumption the factors causing gender inequality in education in Korogwe District was affected such that the study cannot be generalized beyond Korogwe district.

Another limitation is the subjectivity of data collected by qualitative approach. It is argued that data collection, their representation and analysis depend on researcher's insight (Patton *et al.*, 2002). Automatically in this study, the value of inquiry, findings and interpretation will be influenced by researcher perspectives. Qualitative design is characterized by bias. In this study (Patton, 2002), the researcher may take consideration or ignore some matters on gender inequality in access to education during interview sessions because of personal bias or influence.

### **3.3 Location of the Study**

The study location was Tanga region in Korogwe District Secondary Schools. The study focuses on factors causing gender inequality in access to education in Korogwe District Secondary Schools.

#### **3.3.1 Reason for Selecting Korogwe District**

Tanga Region comprises of eight districts, namely Tanga Urban district, Korogwe district, Lushoto district, Muheza district, Kilindi district, Handeni district, Mkinga district and Pangani district. However the researcher decided to select Korogwe

District purposely because it is a current working place of researcher as teacher since 2009. The researcher hopes to have experience on gender inequality in access to education as observed in every year of new admission of students where the number of boys admitted is always high compared to that of girls. We should acknowledge that the social researcher is or should be a person who is extremely well informed as to problem and their solution (Bamora, 2010).

In addition the selected district simplified data collection process since researcher was familiar with some teachers and parents in selected schools as Patton *et al.* (2002) hold that researchers popularity on the researched area help to build positive relationship where increase number of respondents to volunteer information for the research.

### **3.4 Population and Sample**

Van (1990), population means all members, individuals, groups or elements involved in a study Furthermore Kothari (1990) defined sample as a small group of respondents drawn from population of interest to researcher in order to gain information and draw conclusion. The target population in this study included teachers, student and parents of selected schools in Korogwe District.

#### **3.4.1 Justification of Population Selected**

##### **(i) Teachers**

The teachers were very important in this study and were selected to form sample for this study because the students attend school, the teacher teach them in class, this makes the teacher to have information on gender issues at school. These issues

include the way the teacher teach in the classrooms and in many case encouraging boys in the academic (Bamora, 2010), the relationship between the teachers and students at the school, and the motivation and general encouragement the students receive at school. All these gender construct awareness among the teacher makes the teachers to be a usefully group in informing the study, hence included in the study.

**(ii) Students**

Student included in this study with expectation that they are the affected group in access to education. The students in selected schools will be in good position to provide information since they are conversant with school and home environment. Therefore with them researcher can explore gender violence in schools, gender roles in school and home environment as well as socio-cultural factors that hinder access to education specifically girls.

**(iii) Parents**

Parents from selected community were involved as important stakeholders who support students (their children) financially and non-financial support. Through them researcher explored various information that serve as barrier to girl education.

### **3.5 Sample and Sampling Technique**

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. In this study, researcher selected a considerable number of teachers including the Heads of school (HOS), students and parents. The researcher

decided to use these three groups purposely because are the one who deals with education matters in everyday life. They are like main shareholders and they were in good position to provide information on factors causing gender inequality in access to education. Other people could provide the required information but in this study researcher ignored them because the process of involving them as sample is costly in terms of time and financial resources.

### **3.5.1 Sampling Technique**

Patton (2002) defined Sampling as the procedure a researcher uses to gather people, place, and things to study. The number of people selected in the population should have characteristics that are found in entire population (Orodho *et al.*, 2002). Patton (2002) suggests that it is important to select your sample in a systematic way so as to ensure that the community/ users/ external actors see it as credible and inductive sample. He further recommends that samples in qualitative research are usually purposive.

In this study the researcher adopted non-probability sampling technique specifically purposive technique during process of sample selection. Patton *et al.* (2002) argued that purposive sampling means participants are selected because they are likely to generate useful data. Similarly Bamora (2010) hold that purposive sampling involves selecting respondents who can provide information that answers the research questions of the study. The researcher selected three groups of target population purposely in order to gain more and relevant information on gender inequality in access to education in Korogwe district.

**Table 3.1: Sample Data**

Category	Males	Females	Total
Teachers	07	09	16
Students	08	10	18
Parents	04	05	09
Sample Total	19	24	43

Source: Field Data (2014)

### 3.5.2 Reason for Employing Purposive Sampling

Patton *et al.* (2002) suggested that to ensure that sample is credible and covers the main group it is better to employ purposive sampling. With reference to this assumption in this study researcher adopted purposive sampling technique during process of selection of teachers, students and parents. The technique enabled researcher to cover target population in order to meet objectives of the study.

### 3.6 Data Collection Techniques

Seidman (1991), states that the selection of research tools depends on objective of research and research questions under investigation. The main instruments for the collection of data for this study were face-to-face semi-structured interview, focus group discussion and documentary review.

#### 3.6.1 Interview

Interviewing involves asking people questions and listening carefully to the answers given. Kvale (1996) states that interview used to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena. The interview method of collecting data involves presentation of oral-verbal stimuli and replay in terms oral- verbal responses (*ibid*). Interviews resemble

with every conversation although they are focused on researchers need for data but the difference is that the researcher connected to conduct them in the most vigorous way we can in order to ensure reliability and validity (Patton, 2002). Semi structured approach to interviews was used to gather descriptive data in subjects own words to help drawing insight from them. Through interview three research questions were answered. The use of a semi-structured allowed depth to be achieved by providing the interviewer the opportunity to probe and expand participant's responses.

#### **3.6.1.1 Reason for Selecting Semi-Structured Interview**

Semi-structured interview was adopted because of necessity of an issue under investigation, the issue of inequality in access to education is critical and it needs attention (Laws, 2006). It enabled researcher to explore in-depth information on causing factor of gender inequality in education, its impact and strategies to bring gender balance in access to education.

Furthermore the flexibility of semi-structured interview, researcher thought to use this type of interview because it allows researcher to change according to directions of respondents as well as posing more questions (probing) to explore needed information from respondents that could suit the research needs (Patton, 2002). This enabled researcher to collect more rich data to inform the study. In addition researcher used semi-structure interview because it is effective method of data collection to both literacy and illiteracy (Kvale, 1996). In case of this study some respondents especially parents had important information on issue under investigation but they were unable to read and write therefore it was difficult to administer other method of data collection for example questionnaires.

### **3.6.1.2 Issues to be covered by Interview**

Interview questions were posed to teachers, parents and students as main respondents of this study. They provided varied information specifically factors causing gender inequality in education, its impact and measures to curb the problem of gender inequality in access to education.

### **3.6.1.3 Administration of Semi- Structured Interview**

As stated earlier teachers, students, and parents were main source of data in this study, before the interview started, the researcher ensured congenial interviewing atmosphere in different selected schools and thereafter one-one semi-structured interviews were conducted to respondents.

### **3.6.1.4 Teacher Interview**

Part of this study consisted of formal interviews of 16 teachers (9 female and 7 males) from selected schools. Brief explanation was done to teachers about purpose of study and therefore teachers were encouraged to participate for study. Teachers were selected for this study by purposive sampling. Purposive sampling involves selecting respondents who can provide information that answer the research question of study (Bamora, 2010).

The researcher ensures confidentiality to respondents by hiding their names during note taking. The study intended to investigate factors causing gender inequality in education in Korogwe District secondary schools. Interview questions were administered to individual teachers (see appendix 1) for about 40- 60 minutes.

### **3.6.1.5 Students Interviews**

The researcher interviewed 10 school girls and 08 school boys from selected schools on factors causing gender inequality in education in Korogwe District secondary schools (see appendix 2). The researcher developed rapport with students few minutes before actual interview by explaining purpose of study, also with one to one interviewing that was conducted to students, confidentiality could be ensured and the participants was not distracted or influenced by presence of other participants. Purposeful sampling was used to select students for interviews from selected secondary schools in Korogwe District, teachers from selected schools selected students they thought were most intelligent and articulate to respond to research question. During interview however the researcher found that not all the students were fluent in English language therefore researcher gave the options to those who wanted to speak Kiswahili language. The students interviewed were from both poor and wealthy backgrounds. Majority of the participants had parents mainly in low status and low income occupations such as peasant farmers, carpenters and petty traders. A few students had parents who were teachers, nurse and policy officers. Interview took place in absence of the teachers and in quiet classrooms allocated to researcher in every selected school. The researcher conducted more interviews with girls than boys since the researcher interest was more on girls. All interviews were conducted during break time and lasted between 20 and 30 minute.

### **3.6.1.6 Parent Interview**

The researcher interviewed 9 parents individually from nine families (5 mothers and 4 fathers) of students in their homes to investigate factors causing gender inequality

in access to education (see appendix 3). Selected parents involved in petty trading, peasants, and carpenter while others were primary teachers and nurses. Interviews were held with women in evening during normal routine task such as food preparation. However the most of men were interviewed during weekends since several attempts to meet during the evening were not successful. All parents interview lasted between 30 and 40 minutes.

### **3.6.1.7 Recording of Semi- Structured Interview**

Kvale (1996) suggested that the methods of recording interviews for documentation and later analysis included audiotape recording, videotape recording, note taking and remembering. In case of this study note taking and electronic device (phone) were used to record information given during interview session. The use of more than one device in recording information given was seem to be important in sense that they complement each other in recording data. For example recorded information helped researcher gain respondents words and their tone, pauses in a permanent form that can be returned to again and again for relistenig (Kvale, 1996).

### **3.6.2 Focus Group Discussion (FGD)**

Focus Group Discussion was another method used in data collection on factors causing gender inequality in access to education in Korogwe District secondary schools. Krueger, (1988) defines a focus group as a carefully planned discussion designed to obtain perceptions in a defined area of interest in permissive non-treating environment. In this study the researcher conducted discussion with four group s of ten participants (1 mixed sex group of girls and boys, two single sex groups of students and single mixed sex group of teacher). Focus group discussion addressed

research question one, two and three. Students and teachers who participated in the one-to-one interviews were not included in the focus group discussion.

The researcher provided brief explanation to discussants about topic under investigation and purpose of study. Supporting Kombo *et al.* (2006) statement that participants involved in focus group discussion should be conversant with topic under investigation. In conducive atmosphere for discussion, the teachers and students of selected schools were invited for discussion and focus group discussion questions were presented to them (see appendix 4).

The researcher found that interviewing students in groups of about ten generated healthy discussion and enriched data. Supporting this view Bamora (2010) states that sometimes asking group of people to discuss a question or set of questions may generate more useful interesting data. During discussion the researcher found that both boys and girls enjoy participating within the groups. The researcher managed each situation to ensure that neither individual teacher nor student dominated the discussions in their groups.

Some of girls were not comfortable to express their views due to presence of boys, however, the gender-segregated focus group discussion held for both boys and girls afforded each group particularly that of girls the opportunity to express view that they otherwise may not have said in the presence of boys. Focus group discussion generally took an hour and discussion was recorded by note taking and tape recording.

### **3.6.2.1 Reason for Selecting Focus Group Discussion**

The researcher thought to use Focus Group Discussion as important method of data collection to triangulate method of data collection for the purpose of validity and reliability of information collected since through Focus Group Discussion it is possible to assess the diversity of views quickly from participants (Patton *et al.*, 2002).

Focus Group Discussion was adopted because it is cost-effective method of data collection. Patton (2002) argued that in one hour, you can gather information from eight instead of one. Similarly Krueger (1994) hold that focuses group discussion is widely accepted in making research because they produce believable results at reasonable cost. Focus group discussion will enable researcher to explore in-depth information about how people think about an issue under investigation within short period of time.

### **3.6.2.2 Issues to Cover by Focus Group Discussion**

Teachers and students from selected schools were invited for a group focused discussions. The major issues covered by this instrument were factors causing gender inequality in access to education in Korogwe District secondary school, impacts of gender inequality in education in Korogwe District as well as strategies to realize gender equality in access to education were explored by focus group discussion.

### **3.6.3 Documentary Review**

Documentary sources were important focus of this study. Ying (1994) quoted from Bamora (2010) point out that documentary information is of importance to every

case study topic and therefore should be the object of an explicit data collection plan. Also documentary review have advantage of providing vast information, it is cost effective and provide data that are permanent available inform that can be seen by others (Patton, 1990). Furthermore it can serve to corroborate or augment evidence from other sources. Documents that were used in this study on factors causing gender inequality in access to education in secondary schools included school gender report, school discipline files, guidance and counseling files, enrolment and retention trends, gender violence report and school inspectors report. These documents answered research question one and two.

### **3.7 Validation of Instruments**

Kombo *et al.* (2002) defined validity as a measure how well a test measure what it is suppose to measure and reliability is a measure of how consistent the result from test are. To validate instruments researcher conducted a pilot study for testing the interview schedules before the main study was undertaken with duration of one week with a cross section of respondents (teachers, students and parents). It should be noted that participants used in the piloting stage were excluded from main research to avoid biasing the results due to the advance exposure to interview questions.

The purpose of this was to test the interview questions and make any necessary amendments. Bamora (2010) state that objective of the pilot study was to determine the attitudes and behavior of respondents toward the structure and wording of questions and find out whether interview questions would be able to elicit the required responses. The results of the piloting helped in reviewing the research agenda and modifying the approaches to data collection. The researcher realized in

the pilot study that some students were not fluent in English language even though the medium of instruction in the school is English. Hence students were given the option to speak either English or Kiswahili language during actual interview since the research speaks and understand both Kiswahili and English language. In this study the piloting also helped to practice the social interactive skills required in interview situation and helped in conducting the fieldwork in a worthwhile manner.

Another way of checking the validity of information collected is through triangulation. Lincoln and Guba (1985) states that triangulation of data is crucially important in naturalistic studies since information comes from different sources and methods. The use of documentary review in field complemented data gathered in the Focus group discussions and interviews. Further, information gathered in the study was checked for its validity through seeking other opinions on issues in which participants seems to contradict each other. For instance if there were doubts about information being given the researcher raised it in subsequent interviews with participants to help get to the bottom of issues. Together these various research methods and methodologies provided the means to understand the complex experience of schoolgirls and to identify appropriate measures to reduce disparities.

### **3.8 Data Analysis Procedures**

Glesne and Peskin 1992) explained that data analysis involves organizing what we have observed, heard and read, to make sense of acquired knowledge. They maintain that one does so he/she categories, synthesizes search for patterns and interpret the data collected. It also concerned with synthesizing data, searching pattern,

discovering what is important, what is to be learned and deciding what to tell others. Bogdan & Biklen (1992) quoted from Rwejuna (2013) defined data analysis as systematic process involving working with data, organizing and breaking them into manageable units. It also concerned with synthesizing data, searching for patterns, discovering what is important, what to be learned and deciding what to tell other.

In this study the data collected through interviews, focus group discussion and documents were read and general picture was obtained. Then they were screened to get patterns of significant themes. Thereafter the data were grouped into categories regarding the research questions and objectives. The analysis was done by presenting respondent descriptions and quotations under themes with support from literature review and the findings were presented by narration.

### **3.9 Limitation of the Study**

A limitation identifies potential weakness of the study. It is the threats to internal validity that may have been impossible to avoid or minimize (Wiesma, 1995). Threats may occur during data analysis, the nature of self-report, and the instruments or in sample selection. In this study involved only 32 schools of Korogwe district, this characteristics may have reduced the chances of generalization of findings beyond Korogwe district.

### **3.10 Ethical Considerations**

#### **3.10.1 Informed Consent**

Kvale (1996) argued that informed consent entails informing the research subjects about the overall purpose of the investigation and the main features of the designed,

as well as possible risks and benefits from participation in the research project. He further argued it involves obtaining the voluntary participation of the subject, with his or her right to withdraw from the study at any time. Under this study the respondents were given brief explanation about the purpose and benefit of this study and researcher encouraged respondents to give information voluntarily. No single respondents were forced to provide information in this study.

### **3.10.2 Confidentiality**

Confidentiality in research implies that private identifying the subjects will not be reported (Kvale 1996). Similarly (Patton 2002) stated that it is essential to protect the identity of a person from whom you gather information since it is not possible to measure the dangers of a certain context to a given population. In addressing the issues of confidentiality in the study, participants (teachers, parents and students) were promised that their identity and information provided would be used for purpose of the research only and would be treated and maintained as confidential information. For example researcher ensured confidentiality to respondents by hiding their personal identities including names, telephone number or address of respondents during data collection as well as data analysis as Kvale (1996) suggested that it is essential to protect subject's privacy by changing names and other features in reporting interview and data analysis so as to avoid harm to respondents who volunteered.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION

#### 4.1 Introduction

This chapter presents the major findings of the study. The findings are presented following three research questions. The first question was on question “what are the factors causing gender inequality in Korogwe district secondary schools?” The second question was” what are the impacts of gender inequality in education at Korogwe District secondary schools?” Third question was on “what mechanism to balance gender inequality in Korogwe secondary schools?”

#### 4.2 Factors Causing Gender Inequality in Access to Education in Korogwe District Secondary Schools

##### 4.2.1 Socio-Economic Factors

The Table 4.1 summarize the respondents who identified poverty as causative factor for gender inequality in education in Korogwe district secondary schools.

**Table 4.1: Frequency for Respondents on Poverty and Inequality**

<b>Research Method</b>	<b>Male Respondents</b>	<b>Female Respondents</b>	<b>Total</b>
Interview	06	11	17
FGD	10	14	24
<b>Total</b>	<b>16</b>	<b>25</b>	<b>41</b>

Source: Field Data

During interview poverty was identified by teachers, students and parents as the causative factor for gender inequality in access to education in Korogwe district. One

respondent one explained that poverty factor was associated with gender inequality in education in Korogwe secondary schools.

*“Poverty in the households is the barrier to girl’s access to education because many girls from poor families are forced by their parents soon after leaving primary education to go in urban areas to look for employment like house girls to support their families”* (female teacher 25-30 years, 06/05/2014).

Another respondent associate gender inequality in education in Korogwe district with poverty. The respondent elaborated that;

*“Some students were sometimes sent home for no-payment of school fees and other levies imposed by school. Several girls indicated that in some instances they had to stay out of school for one or two weeks in order to assists their mothers to generate enough income for their school fees and other educational needs before they could return to school, such girls therefore missed school lessons during those periods”* (Male teacher 30-40 years, 12/05/2014).

In addition one respondent elaborated that poverty contributed much to inequality in access to education among boys and girls in Korogwe district. Due to poverty girls are forced to go in urban areas to seek for jobs.

*“I remember one girl student in our village who forced by her parents to go to Mombasa city to work as a house girl so as to support her family, bad enough no legal action taken to that parent”* (Female parent 40-45,years, 07/05/2014).

Moreover, another respondent who was a student associated gender inequality in access to education in Korogwe District Secondary Schools with poverty. He said that:

*“Students who rented houses nearby school found themselves in tough life especially girls since were provided very small amount of money for their expenditure. You can’t believe still there are some girls provided*

*3000 shillings per week for their expenditure. In this situation some girls lost concentration in academics and hence poor performance and dropping their studies” (Male student 13-17, years 08/05/2014).*

#### **4.2.2 Socio-Cultural Practice and Gender Inequality in Education**

During interview, socio-cultural practices associated with gender inequality in access to education in Korogwe district secondary schools. Respondent three of stated that, now days there are some changes in terms of bad socio-cultural practices as we compared to past years. The respondent further stated that still there are some tradition like early marriage which served as barrier to girl’s education in Korogwe district. Respondent three cited example that:

*“I know one parent in our village that pulled out his daughter from secondary school. His daughter was form two and she was forced to shorten her studies due to interest of parent to seek for bride price. Until this moment her daughter is mother of two children” (Female parent, 35-45 years, 08/05/2014).*

Also another respondent of interview respondent associated gender inequality in access to education with cultural practices. The respondent said that:

*“There is a traditional ritual in some tribes in our area; these rituals take about 3-5 weeks. It is conducted to prepare matured girls to take responsibilities of wives and better ways of handling their husbands in future, traditionally we call it Kugeleka. Matured school girls are pulled out of studies for training. For sure this act attracts concentration of girls away from studies as a result the girls perform poor in studies whilst others drop out their studies” (Male Parent 40-50 years, 11/05/2014).*

Similarly another teacher during interview connected inequality in access to education in Korogwe district and cultural practices. She said that:

*“Some girls during the course of study got pregnancy, when they give birth their close relatives and some members of community praise them with numerous gifts like food stuffs, clothes and money. This process of praising them traditionally called "ushashi". For sure ushashi drive many girls out of fear of being pregnant they expect appraisal rather than discouragement from society” (Female parent 35-45 years, 06/05/2014).*

### 4.2.3 School Infrastructure and Gender Inequality

During interview one of the respondents identified inadequate school infrastructures as barrier for equality in access to education in Korogwe district secondary schools.

For example one of interviewee said that:

*“In our school for example there are no separate toilets for boys and girls and in addition the available toilets are unlocked this placed our matured girls in hard time especially when they are in menstruation period. Most of them stayed in their home place fearing the school toilets. We take this issue as minor but contributed a lot in poor performance in schools hence dropouts”* (Male teacher 30-40 years, 07/05/2014).

During focus group discussion one of discussants emphasized school infrastructure as obstacle for gender equality in access to education in Korogwe district secondary schools. They lamented over inadequate of important infrastructure which facilitate them to undertake their studies including enough classrooms, toilets, teaching and learning materials and teaching staff including males and female teachers. One of participant stated that:

*“You know menstruation period take about 3-7 days, when there is no conducive infrastructure to support girls in schools like toilets or special room for girls most of girls remain absent during menstruation period. She further stated that just imagine in every month girls missed lessons for seven days due to menstruations only, when we include other excuses it means that girls are in greater risk to perform poor in their studies and feel not comfortable to resume their studies”* (Female student 13-17years, 09/05/2014).

### 4.2.4 Low Motivation Among Girls and Gender Inequality in Education

Interviewees had the following on factors causing gender inequality in access to education in Korogwe district secondary schools.

*“Taking example of myself (female student x) in course of my study I received no motivation rather harassment and discouragement. They always told me that "utafika wapi wewe msichana, utapata mimba tu wewe”*

*meaning that she will not reach far in her studies since she will be pregnant in the near future” (Female student, 14-18 years, 05/05/2014).*

*“I am disappointed with one of our teachers who always praise boys as clever as girls by referring previous examination result our teacher said bitter words to girl. For real he discourages us rather than making us hero” (Female student, 13-16 years, 12/05/2014).*

#### **4.2.5 Violence Against Women and Girl Children and Inequality in Education**

In the interview with on girl student has the following to say as causative factor for gender inequality in access to education in Korogwe District secondary schools:

*“Teacher (x) intended to initiate sexual relationship with me but I found it is difficult to engage in sexual relationship with my teacher. Since I refused my life in school had been very tough since the teacher used to punish me always” (female student 14-17 years, 05/05/2014).*

Also during interview other male teacher stressed on sexual relationship between male teachers and girls students in Korogwe district secondary schools, he said that:

*“I was surprised by school inspectors report in this year in our school. They claimed that there are some teachers who have sexual relationship with male teachers. He further narrates that bad enough suspected teachers were aged teachers with their own families. In this situation for real girls are placed in hard time to manage their studies and complete their studying cycle” (Male teacher 25-35 years, 12/05/2014).*

#### **4.2.6 Pregnancy and Sex Education and Girls Education**

According to interview held with teachers, students and parents reveal that lack of sex education in Korogwe district Secondary schools serve as obstacle to gender equality in access to education. Respondents said that:

*“We girls we need education specifically health education for self determination .For sure not all girls are aware of how to prevent themselves from teenage pregnancies; education will help to be aware so as to avoid teenage pregnancies which shorten our studies” (Female student 14-18 years, 09/05/2014).*

*“Sex and health education is very important to make girls aware of sensitive issues about themselves. I wonder why this education is not provided in our school and I declare that we teachers we contributing much to this problem of gender inequality” (Female teacher 25-32 years, 07/05/2014).*

#### **4.2.7 Gender Stereotypes, Gender Roles and Girl Education**

During interview and focus group discussion gender roles associated with gender inequality in access to education in Korogwe District secondary. Traditionally gender roles within the family expect girls to take up the roles of wives and mothers and their socialization at home and school is directed by providing them with experiences that will prepare them to carry out these roles effectively.

In group discussions with boys and girls exploring the types of domestic chores student undertake at home to help parents all students mentioned various household activities which are performed at home. For example girls indicated that they assisted their parents with most of the production works in the households, which involves looking after siblings and sick relatives, preparing and cooking food, cleaning the house, washing clothing and dishes, fetching water and firewood. It should be noted that girls involved in domestic chores as their daily routines that occupy their time all year round whilst boy’s activities such as weeding, gardening and farming are seasonal in Korogwe district (Participants of discussion 12/05/2014).

#### **4.2.8 Parental Education and Gender Inequality**

During interview, one respondent associated parental education and gender inequality in access to education in Korogwe secondary schools, the respondent said that:

*“Educational level of parents affect education of children particularly daughters. Uneducated parents are less likely to provide education to their daughters since they are not well informed with importance of girls education. In addition uneducated parents are much influenced by their culture which prioritizes boy’s education”* (Female teacher, 30-40 years, 12/ 05/2014).

Another respondent pointed out that lack of education among parents hinder equality in access to education in Korogwe district because most uneducated parents are not aware of importance of education to girls. The respondent cited example by saying that:

*“I know one parent in our village that their two children (a boy and a girl child) passed Primary school leaving examination but the parent decided to educate a boy child while claiming that educating girls is worthless and wastage of resources to somebody who will be married and join other family”* (Male student 25-30 years, 11/05/2014).

In addition during focus group discussion one respondent who was a student connected gender inequality in access to education in Korogwe district secondary school with education levels of parents. The respondent stated that:

*“Most of uneducated parents believed that education to their son is effective investment since their sons will support them in future whilst girls are in greater risk of being pregnant during their course of study which shortens their studies and hence wastage of resources”* (Male students’ 13-17years, 13/05/2013).

#### **4.2.9 Parental Occupation and Gender Inequality**

During interview one parent related gender inequality in access to education in Korogwe district with parent’s occupation. The respondent stated that:

*“Parent’s occupation automatically reflects the income of parents in the households which supported their children in educational matters. For example some parents are peasants and their income is extremely low to support their sons and daughters education like school fees, transportation cost. Under this situation girls are less tolerant as compared to boys and hence dropout their studies”* (Male parent 45-50 years, 12/05/2014).

Moreover another interview respondent who was a teacher associated inequality in access to education in Korogwe district with parent's occupation, he said that:

*“Parent occupation contributed to inequality in access to education since girls are taken to assist their parents. He further narrated that in Korogwe District most of parents are peasants, during preparation of farms and weeding the number of girls attendance decrease because girls assisted domestic activities in their households when their parents are performing farming activities”* (Male teacher, 25-30 years, 08/05/2014).

#### **4.2.8 Sexual Harassment and Gender Inequality in Education**

The general observation from interviews and participants who participated in the focused discussion indicates sexual harassment as obstacle toward gender equality in access to education in Korogwe district secondary schools. For example, in the discussion with the girls in Korogwe secondary schools showed that there is existence sexual relationship between male teachers and girls students in Korogwe secondary schools. One of participant stated that:

*“In our school several girls were seduced by male teachers, some of girls succumbed to sexual pressure from male teachers so as to avoid punishment while they are in school. The discussants further narrated that I know my classmate who refused sexual relationship with male teacher. The life of my fellow student has been tough since she refused engaging in sexual relationship with our teacher”* (Female student 13-17years, 13/05/2014).

Moreover, during interview session with one female teacher associated gender inequality in access to education in Korogwe district Secondary schools with existence of sexual relationship between male teachers and female students. She said that:

*“I remember one girl student in our school that had sexual relationship with a male teacher. One day the teacher was caught by parents of that girl but the teacher used his money to lobby the parents and eventually the girl student was transferred to other school whilst no legal action was taken to such a particular teacher”* (Female teacher 25-30years, 12/05/2014).

#### 4.2.9 Distance to School and Gender Inequality in Access to Education

According to observation from interview and focus group discussion long distance from home to school limit gender equality in access to education in Korogwe district secondary school. For example, during interview held between researcher and teacher, the distance from home to school was identified as a barrier by saying that:

*“Some of our students travel long distance about 4-6 kilometers from home to school, due to long journey they reached school while they are late, tired and missed some lessons especially during rainy season. Also they are punished when they are found that they did not perform exercises left by teachers. As you know most of girls are delicate than boys, they found themselves intolerant and hence dropout of their studies”* (Male teacher, 25-35 years, 09/05/2014).

Another respondent who was a student revealed that distance from home to school was a setback to equality in access to education in Korogwe secondary schools. The respondent said that

*“Long distance from home to school discourages most of girls hence shorten their studies. She further narrate that I remember two girls my classmates who passed their national form two examinations but did not resume their studies claiming that they are tired of long journey from home to school”* (Female student, 14-17 years, 08/05/2014).

During focus group discussion held between the researcher and teachers it was discovered that long distance from home to school was noted as source of inequality in access to education in Korogwe secondary schools. One of participant said that:

*“Because of long distance from home to school girls stayed in renting house nearby school. These houses they called it “ghetto”. At their ghetto they lacked necessary requirements to sustain their life like food and clothes as a result they were forced to enter into relationship with males specifically motorcycle drivers (bodaboda) so as to meet their daily requirements. The discussant further said that because these girls lacked supervision of their parents and guardians they lost concentration on academic matters and hence got pregnancy while others failed to meet requirement for proceeding to next class level”* (Female teacher 25-30 years, 11/05/2014).

#### 4.2.10 Bias Education Curriculum and Gender Inequality in Education

During focus group discussion and interview sessions, bias education curriculum associated with gender inequality in education in Korogwe secondary schools. Girls are less motivated in science subjects such as Mathematics, Physics and Chemistry compared to boys. For example during interviews held by researcher and teacher, the teacher reported that:

*“For sure girls are less capable than boys in science subjects. He further stated that we can take example of our last year whereby science class comprised of 23 students, four of them were girls and finally they perform poor in their final examinations” (Male teacher 35-40years, 12/05/2014).*

### 4.3 Impacts of Gender Inequality in Education

#### 4.3.1 Poverty and Gender Inequality

The following table summarized the number of respondent who reveal that inequality in access to education in Korogwe district secondary schools led to poverty. Forty one out of forty three respondents of interview and focus group discussion mention poverty as source of inequality in access to education in Korogwe district.

**Table 4.2: Dropout Status of Selected Schools 2012 and 2013**

Research method	Male Respondents	Female Respondents	Total
Interview	08	13	21
FGD	09	11	20
<b>Total</b>	<b>17</b>	<b>24</b>	<b>41</b>

Source Field Data (2014)

During interview with parents, teachers and student it was revealed that poverty was noted to impact on gender inequality in access to education in Korogwe district secondary schools, the interview responses narrated that, lack of formal education

among women particularly secondary education made them difficult to be employed in well paying jobs for their own development and community as whole.

This led to low production to uneducated girls and women since they engaged in low paying jobs like house girls. Also it was revealed that it is difficult for uneducated women and girls to access loans from financial institutions since they cannot read and write and therefore they cannot be creative enough in initiating development projects.

*“Yes, it is very difficult to separate poverty among women and their illiteracy level. Despite of increased loan opportunities among women, most of them they cannot access it because they cannot read and fill loan form from various financial institutions such as banks and SACCOS and therefore missed these important opportunities”* (male parent, 45-55years, and 12/05/2014).

#### **4.3.3 High Fertility Rate**

Response from focus group discussion and interviews indicated that inequality in access to education particularly secondary education in Korogwe district resulted into increase of fertility rate. During interview it was revealed that uneducated girls and women cannot adopt protective measures against teenage pregnancies for example use of condoms and other contraceptive methods as a result most of them get pregnancy while they still young while others are at school.

*“It is very difficult to separate gender inequality in access to education in Korogwe district secondary schools and increased fertility rate in Korogwe district. Discrimination of girls in access to education specifically secondary education forced many girls to early marriage. It is surprising my brother (referring to researcher) to find a young girl with three children while according to her age she is supposed to be in secondary schools”* (Male teacher 28-35age, 6/ 05/ 2014).

*“Sure, many girls and women in Korogwe District who were discriminated from secondary education missed important skills for example use of contraceptives and family planning hence they easily get unplanned and teenage pregnancies”* (Female teacher, 28-32 years, 12/05/2014).

*“I know my former student who dropped studies and now she is a mother of two children, worse enough she is jobless. For sure this is a dangerous because if she resumes her studies she is suppose to be form four know”*  
(Female teacher 30-45years, 11/05/2014).

#### **4.3.3 Increase of Infant and Child Mortality Rate**

The data collected from interview and focus group discussion on impact of gender inequality in access to education in Korogwe district secondary schools revealed that there is greater relationship between gender inequality in education and increase in infancy and child mortality rate in Korogwe district. In teachers group discussion revealed that, uneducated women particularly who lacked access to secondary education are unable to seek medical care, less consider their children immunization, less informed about their children’s nutritional requirements, and also they are less likely to adopt improved sanitation practices. As a result, their infants and children have less survival rate due to malnutrition.

#### **4.3.4 Employment of Girls in Informal Sectors**

A female teacher who was involved in interview related employment of girls in informal sectors and gender inequality in access to education in Korogwe District secondary schools by saying the following:

*“According to my experience most of girls who lacked access to education including those dropped studies are forced to migrate in urban centers where they employed to perform domestic activities with low wage”*  
(Female teacher, 25-30 years, and 9/05/2014).

Another interview respondent who was student comments on employment of girls in informal sectors due to lack of skills that will enable them to be employed in formal sectors. The student stated that:

*After dropping their studies, most of girls run to urban areas looking for jobs. Because they lacked necessary skills that enabled them to be employed in formal sectors, they find themselves in informal sectors like house girls and bar made activities (Female student, 14-18years07/05/ 2014).*

#### **4.3.5 Increase Risk of Affection of HIV/AIDS to Girls and Gender Inequality in Education**

Interview held with different teachers, students and parents revealed that inequality in access to education in Korogwe district place girls into higher risk of HIV/ AIDS victims. For example one of teachers said that that:

*Most of girls who dropped their studies faced tough life in the streets as a result of low standard of living in their household become easily tempted by small gifts and money to engage in sexual intercourse and hence acquired HIV/AIDS (Male teacher 20-30, years, 9/05/2014).*

Another teacher associated inequality in access to education in Korogwe District secondary schools and higher risk of being affected by HIV/AIDS, The teacher stated that:

*Yes because many girls who dropped their studies in Korogwe District migrated in urban centers, in the urban centers they cannot be accommodated in formal employment as a result they are engaged in prostitution acts due to low standard of living and hence being in higher risk of acquiring HIV/AIDS and other sexual transited diseases (Female teacher 30-45 age, 9/05/2014).*

During interview with one student also relate increase of HIV/AIDS and gender inequality in access to education by saying that:

*There are no doubt that majority of girls who leave their studies stayed jobless in the streets. This situation forced them to engage in sexual intercourse with different males as a result they become pregnant and sometimes acquire HIV/AIDS and other sexual transmitted diseases (Male student, 15-18 age, 6-05-2014).*

### 4.3.6 Increase of Girl Dropout Rate

During focus group discussion it was stated that many girls' dropout studies in Korogwe district secondary schools contributed by low economic level of parents, teenage pregnancies, long distance from home to school and socio-cultural practices.

One of participant said that:

*Socio-cultural practices hinder many girls to access education in Korogwe District Secondary schools. While these practices acted as barrier to girls education, it appeared to motivate boys education and therefore led to many girls in Korogwe district schools to drop their studies (male teacher, 30-35 year, 12/05/2014).*

Also documentary review from selected schools revealed that in year 2012 and 2013 about 179 girls dropped their studies as summarized in Table 4.2.

**Table 4.3: Frequency on Impact of Inequality in Korogwe**

<b>Name of school</b>	<b>2012</b>	<b>2013</b>	<b>Total</b>
Magoma s.s	24	19	43
Mfundia s.s	21	26	27
Kizara s.s	32	27	59
Mashewa s.s	17	13	30
<b>Total dropout</b>	<b>94</b>	<b>85</b>	<b>179</b>

Source: Head of schools office

## 4.4 Strategies to Bring Gender Equality in Secondary Education

### 4.4.1 Gender Mainstreaming and Gender Equality in Education

The general observation from interview and focus group discussion reveal that there is greater need of mainstreaming gender to ensure equal access to education in Korogwe district secondary schools. The participant reveal that despite of existing good plans and policies in our country that intends to ensure equal access of

education between boys and girls still more gender sensitive planning and policies are needed in Korogwe district secondary schools. For example during interview the respondent reported that:

*True, female teachers are few in number in Korogwe district Secondary schools. Gender sensitive planning is important in education system in order to increase number of female teachers in secondary schools. Their presence may activate girl's performance in schools (Male teacher, 25-30 years, and 11/05/2014).*

#### **4.4.1 Change of Negative Socio-Cultural Beliefs, Norms, Values, Attitudes and Practices**

The information from focus group discussion revealed that in order to achieve gender equality in Korogwe district secondary schools there is need to change negative practices such as early and forced marriage that hinder equality in access to education among boys and girls in Korogwe secondary schools. These practices need be discouraged to increase girls' admission, retention and performance rate like boys.

One of the participants reported that:

*Early and forced marriages are among of bad practices existed in our area for many years. These practices require immediate intervention to rescue school girls in Korogwe district that lacked access to education while others are forced to shorten their studies so as to be married (Female teacher, 25-30age, and 07/05/2014).*

#### **4.4.3 Women Right and Human Right, Violence Against Women and Girl Child**

During interview and focus group discussion the respondents put comment on human right to bring gender equality in access to education in Korogwe district with different feelings.

*Despite the existing laws there is greater need to establish and enforce new strict laws so as to address problem of bad socio-cultural practices like early and forced marriages which shortens hundreds of girls to resume studies (Parent, 45-50, 06/05/2014).*

*“In our country there are strict laws that established to protect a girl child but problem is implementation of these established laws. These laws just exist in papers only since I witnessed many pregnant cases in our school but no action was taken in courts, in short no nobody fear about existing laws” (male teacher 24-30 age, 09/05/2014).*

*“I think the existing laws are enough to deal with problem but the issue is corruption when it comes to implementation of these laws. Many school pregnancy cases ended in police stations since the suspected people lobby police officers with some money” (male parent 35-50 age, 08/05/2014).*

#### **4.4.4 Increasing Admission or Access to Education**

During students focus group discussion it was revealed that increase of admission or access to education among girls can help to bring equality in access to education in Korogwe district secondary schools. The participants suggested lowering of grades to girls is necessary students passing to next level is necessary because girls are occupied by domestic chores which impedes them from full preparation while they at home. They also added that girls perform poor in their studies not because they are less capable but they get poor results since their opportunity for preparation at their households is less compared to boys. Also during interview held with teacher reveal that increasing admission of girls in Korogwe District secondary schools can be possible through eliminating user fees to girls especially those from poor households.

The teacher said that:

*“There is greater demand for government and Non Governmental organization (NGO’s) to assist vulnerable girls specifically girls from poor families in terms of paying school fees, transport cost, school uniforms and learning materials. This will equip girls from poor families to resume studies without barriers” (Male teacher, 30-35 age, 09/05/2014).*

#### **4.4.5 Implementation of Policies to Address Gender Inequities**

General findings from interview and focus group discussion revealed that the current policies are suitable for bringing gender equality in education in Korogwe district secondary schools. The interview held with teacher reveals that:

*“There are suitable policies to enable access retention and performance of girls in education. The problem is still the implementation of these policies for example the policy for school girl who get pregnancy she can go and deliver and come back to school. Contrary to this policy when girls acquire pregnancy they are not motivated to come back to resume studies. The policy is there just symbolic”* (Female teacher, 25-35 years, 07/05/2014).

#### **4.4.6 Gender Sensitization and Social Mobilization**

General findings from focus group discussion and interview indicated that education to society about gender equality in education is very important to achieve gender equality in access to education in Korogwe district secondary schools. For example during interview respondents said that:

*“Mass education is very important to all members of society and this can be done through meetings or through mass media. Some members of society perpetuate gender inequality in education because they are not aware of importance of girl education to family, community and society as whole”* (Male teacher, 25-30 years, 06/05/2014).

*“Education is still important to parents, teachers and students since they are main shareholders in educational matters they need be well informed about gender equality in access to education as well as importance of educating girl for further socio-economic and political development”* (Female teacher, 25-30 year, 06/05/2014).

*“Yes, I can suggest more education to parents about equality in access to education in to both sexes in Korogwe District secondary schools. The existence of inequality in this district is contributed a lot by parents rather than any other barriers and therefore education to them will help to reduce the problem of gender inequality in education in this district”* (Male parent, 45-50 years, and 13/05/2014).

#### **4.4.7 Addressing School and Education System Level Obstacles**

The general information from focus group discussion and interviews showed that through addressing school and education system levels obstacles will give birth to the equality in access to education in Korogwe district secondary schools. For example during interview held with respondents suggested that construction of

gender sensitive infrastructure in secondary schools will enable both boys and girls to undertake studies comfortably.

*“Hostels are needed in Korogwe District secondary schools to increase access, retention and completion rate of girls in secondary education. The teacher also stated that some of our students come from far distances to school and under this long journey faced many and various temptations. I think hostels will reduce this situation and furthermore they will help to keep girls away from domestic chores which contribute to poor performance of girls in their studies”* (Female teacher, 25-30years, and 09/05/2014).

*“Concerned with school infrastructures for example in our school we need separate toilets with locked doors because currently we are sharing toilets and them not locked. In addition to that special room for girls with supervision of matrons is highly needed in most of Korogwe secondary schools to help matured girls when they are in menstruation period. Under this situation our school infrastructure will be conducive for girls hence it will help to reduce unnecessary absenteeism among girls especially when they are in menstruation period”* (Female student, 14-18 years 06/05/2014).

#### **4.4.8 Feeding Programmes and Gender Equality in Secondary Schools**

The general findings from interview and focus group discussion indicated that introduction of feeding programmes in Korogwe secondary schools can help to realize gender equality in schools. For example during student focus group discussion the participants revealed that lack of feeding programmes in their schools affected retention and performance of students in general. They further revealed that girls affected deeply by an unavailability of food in schools during studying hours and this situation forced many girls to be tempted by males who promise to provide food (chips) soon after studying hours.

As a result many girls lose concentration in their studies while others became pregnant and hence dropping their studies. During interview held the teachers

supported the above finding on strategies to bring gender equality in access to education in Korogwe secondary schools. The teacher stated that:

*I believe that construction of dormitories and hostels will not be effective unless feeding programmes established in Korogwe district secondary schools. To rescue girls from poor families who cannot daily support their daughters in terms tea and food, there is greater need for government to establish and support feeding programmes in Korogwe district secondary schools (Male teacher, 30-35years, and 09/05/2014).*

#### **4.4.9 Guidance and Counseling Programmes and Access to Girl Education**

The responses from interview and focus group discussion indicated that guidance and counseling programmes are essential to achieve gender equality in Korogwe district secondary schools. During focus group discussion for example students and teachers revealed that in most of Korogwe secondary schools there is no effective guidance and counseling programmes to enable girls to undertake their studies comfortable.

*According to my experience in Korogwe secondary schools during supervision of form four national examinations in different Korogwe district secondary schools, guidance and counseling is not well conducted to help students particularly girls and vulnerable students. A good example is our school; there is no school counselor and no building or office special for counseling activities. I believe that effective counseling need privacy so as to create confidentiality and freedom to client to express their problems (female teacher, 45-50 years 6/05/2014).*

During interview held with different students revealed that guidance and counseling is very important for the purpose of achieving gender equality in Korogwe district secondary schools. For example students reported that:

*“We girls are easily discouraged I think advice to girls will help girls to take right decision regarding their circumstances” (Female student, 12-17 years, 12/05/2014).*

*“Girls need regular meetings with some teachers in privacy to expose their problems affecting their studies in schools or in their household. With these meetings it will reduce girl’s dropout rates among Korogwe district secondary schools” (Female student, 14-18years, 07/05/2014).*

## **CHAPTER FIVE**

### **5.0 ANALYSIS AND DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

This chapter contains analysis and discussion of research findings. The analysis and discussion covered factors causing gender inequality in access to education in Korogwe District secondary schools, impacts of inequality in education in Korogwe district secondary schools and strategies that can be employed to bring gender equality in access to education in Korogwe district secondary schools.

#### **5.2 Factors Causing Gender Inequality**

##### **5.2.1 Socio-Economic Factors**

The data from interview show that a majority of students in Korogwe district come from low socio-economic background that their parents engage with low earning activities such as agriculture, carpentry, and masonry. Due low level of income many parents are unable to pay school fees, transportation costs and other indirect costs such as school uniforms and studying materials. Low level of income affect access, retention and performance of students deeply affected since girls are forced to shorten their studies and look for jobs in urban areas or assist their parents in productive activities so as to supplement family income.

Similar experience of lack of access to education among girls due to low income include (Torto, 2009; UNESCO, 2003/04 report). For example Torto, (2009) study shows that when the family income becomes poor girls are pulled out of school and boys are left in school. Also he shows that when become girls matured enough

during preparation for marriage, girls are taken out of school to supplement family income by selling small agricultural items, farming or performing other money earning activities. Family financial situation have a significant association with school enrolment rate rates. Kirda, (2009) holds that children from farming societies are less likely to access education due to their low levels of income.

UNESCO 2003/04 report of national statistics shows strong regional patterns of inequality in education and gender gap in rural areas is often two to three times higher than in urban areas in many low income countries. The report further reveals in Africa and Asia the educational participation and attainment of girls tend to be less than that of boys.

### **5.2.2 Socio-Cultural Practices and Gender Inequality in Education**

According to data from interview socio-cultural practices were other reason for gender inequality in education in Korogwe district. During focus group discussion there were various social and cultural reasons said to prevent girls from getting to school or causing them to drop out from school. Early and forced marriage, dowry, polygamy funeral ceremonies are factors that tend to impact negatively on girls education in Korogwe district secondary schools. Generally early and forced marriages were presented by all respondents as major cultural barrier to girl's education and development in Korogwe secondary schools.

Early and forced marriage, dowry, act of preparing girls to take wife responsibilities and ways of handling their husbands (traditionally known as kugeleka) and praising to female students when they gave birth (traditionally known as ushashi). These

socio-cultural practices and beliefs in Korogwe district in general do not promote education because they marginalize women and girls and reinforce gender inequality in education and society as whole. The low value that parents give to girls' education is therefore a reflection of both cultural practices. Availability of schools therefore, does not necessarily imply that girls would have access to education because decisions to send children to school are strongly influenced by economic, social and cultural context.

In similar findings, Bamora study (2010) in Ghana identified traditional practices such as Female Genital Mutilation (FGM), early and forced marriages, dowry, polygamy and religion, as bad socio-cultural issues that affect negatively on girls access, retention and performance and hence contributed to large extent on gender inequality in access to education in Ghana. Furthermore, the study by Indonesia government found gender gap at the senior high school level and higher educational levels (college and Universities) various reasons for limited women and girls at these levels, early and forced marriages being among of them (Indonesia government 2002).

### **5.2.3 School Infrastructure and Gender Inequality**

The triangulated methods including interviews, focus group discussion and documentary review showed that inadequate supply of qualified teachers, lack of furniture's, proper sanitary services enough classrooms, special room for girls, teaching and learning materials in Korogwe district secondary schools pose a considerable challenge to the quality education for all specifically boys and girls. For example the interview and focus discussion showed that in research area there is no

separate toilet for boys and girls. Moreover, the available toilets are unlocked, this create hardship for many girls to undertake their studies comfortable specifically when they are in menstruation period as a result they remain absent during that time, this contributed to poor performance among girls and sometimes dropout their studies.

The above finding is supported by Kionga, 1997; World Bank report, 2008; and Bamora, 2010. For example Kionga (1997) holds that lack of latrines especially separate latrines for girls identified as worst school experience for girls. This draws attention to special conditions and experience which prevent girls from full participation and achievement. World Bank report (2008) in Ethiopia reveal on challenges of insufficient classrooms and furniture and basic sanitary facilities including separate toilets for boys and girls as setback of girls' access to education.

#### **5.2.4 Low Motivation to Girls and Gender Inequality**

It was learnt from finding that girls in Korogwe district secondary receive low motivation from teachers in school and from their relatives in household. For example during interview held with different student confirmed that instead of being motivated girls are discouraged by teachers and parents and community members as a result girls lack morale to carry out their studies confidently and hence poor performance while other female students drop their studies.

The above findings correlate with World Bank report (2007) which stated that while assertive behavior is promoted among boys passive behavior is promoted and encouraged to girls and contributed to inequality in access to education to both sex.

### **5.2.5 Violence Against Women and Girl Child and Gender Inequality in**

#### **Education**

Triangulated sources in the interviews informed this study that there are violences against female students in Korogwe district secondary schools which serve as barrier to gender equality in access education. Sexual relationship between male teachers and female students' and abusive language from male teachers to female students identified as common violence in Korogwe district secondary schools. All these behaviors negatively affected female students in terms of health and psychological status. These behaviors contributed to less concentration of female students in their studies and hence resulted poor performance to female students while others dropped studies.

In similar finding, Lucas (2012) in U.K found that in high school levels face sexual violence and abuse in school often perpetuated by teachers. Moreover Dunne et al (2003) identified sexual harassment as a common phenomenon in Zimbabwe, Ghana and Malawi and it is practiced by both teachers and students. Bamora (2010) findings a in Ghana revealed the existence of abusive behavior by male pupils, teachers and sugar daddies in Ghanaian school context.

### **5.6.6 Pregnancy and Sex Education and Girl Education**

The findings showed that sex education is very important for self-determination and it is an effective way of making female students become aware for protection against teenage pregnancies. Lack of sex education in Korogwe secondary schools associated with gender inequality in access to education in Korogwe district since

many girls lacked skills to adopt contraceptive measures like use of condoms as result many girls drop out their studies due to unexpected pregnancies.

Aggleton & Campbell (2000) and Awusabo 2004 supported the above findings. Awusabo (2004), for example stated that the analysis of teenage sexual activity (including that of school girls) in different parts of Africa shows that much of activity occurs in absence of adequate sexual information or knowledge of contraceptive use. As result, school girls rely heavily on potentially inaccurate or harmful information on sexual matters from peers and the mass media which expose them to risks of early pregnancy and its associated risks. Aggleton and Campbell (2000) contend that sex education associates young people's sexual health with lack of sexually transmitted infections and avoidance of unplanned pregnancies. From above findings it can be concluded that sex education is therefore not taught to introduce young people to issues regarding the nature and meaning of sexuality.

### **5.2.7 Gender Stereotypes, Gender Roles and Girl Education**

The general findings from interview and focus group discussion reveal that gender roles act as obstacle of equality in access to education in Korogwe district secondary schools. Girls are expected to take up roles of wives and mother at home for instance looking after siblings and sick relatives, preparing and cooking food, cleaning the house, washing clothing and dishes, fetching water and firewood whilst boys perform productive activities including farming activities which are seasonal in research area. Girls are overburden by daily domestic chores which exempted them from preparation at home as a result many girls perform poor and hence lack

qualification for promotion to other class level while others found secondary education as tough and eventually drop out studies.

The above findings correlate with Bamora (2010) who maintain that girls share domestic chores which are daily routine that occupy their time all year compared to boys. These activities included cleaning, cooking and prepare food, fetching water also taking care of house on days that parents were away and attending social functions such as funerals, naming and marriage ceremonies in neighboring ceremonies.

#### **5.2.8 Parental Education and Gender Inequality**

Triangulation of methods of interviews, focus group discussion and documentary reviews showed that uneducated parents were source of gender inequality in access to education in Korogwe district secondary schools. Most of uneducated parents are not aware of importance of girls education and also they are fixed with negative attitudes against girls education for example educating girl child is worthless and it is wastage of resources to somebody who will be pregnant near future. Therefore they find no necessity of educating their daughters and hence opted to educate their sons with expectation that their sons will assist them in future.

The above findings correlate with Jacoby (2004) in Ghana who hold that children of mothers who have themselves been to school specifically daughters are more likely to attend school than those mothers who have never been to school. Furthermore United Nation Children Funds (UNICEF) (2004) analysis of household data from 55 countries indicated that children of educated women including daughters are much

more likely go to school, and the more schooling the women have received the more likely it is their children will benefit from education, thereby passing the multiplying benefits for themselves and society (UNICEF, 2004). As women become educated, they gain motivation to forge ahead on their own. Her enlightenment about all aspect of life is increased and she obtains the skills to pursue meaningful employment. She becomes aware of the biology of reproduction and what she may do to prevent or postpone conception as well as children's health (Axnn 481-493)

### **5.2.9 Parent's Occupation and Gender Inequality**

The findings showed two important aspects about parent occupation and gender inequality in access to education in Korogwe district secondary schools. The first aspect is that parental occupation automatically reflects the income of parents for example in research area most of parents involved in informal sectors such as peasant, fishing and carpentry. Their income is extremely low to support their children's education like school fees, uniforms, transport cost and teaching and learning materials. Because of tough life in schools some of girls from low income earners drop out their studies.

The second aspect is that girls are pulled out of school to assist their parents to win the daily bread. For example, in research area most of parents engaged in agriculture and during preparation of farms and weeding girls are pulled out of schools to assist their parent's domestic chores when their mothers are busy in farming activities. The above findings is supported by Ezewe (1990) who maintains that, children from high socio-economic status families are likely to improve on their academic achievement even if they are performing poorly before because they can be provided incentives to

do better. Goksel (2008) holds that the children from families engaged in agriculture are more likely to work as paid or unpaid workers. Girls from farming families have lower school attainment in Turkey because of the need for the contribution workers in farms (Rankin & Aytac, 2007).

#### **5.2.10 Sexual Harassment and Gender Inequality in Education**

The data from interview and focus group discussion informed that there is a problem of sexual harassment in Korogwe district secondary schools which serve as barrier to gender equality in access to education. Robison (2005) contend that, sexual harassment involves any physical, visual or sexual act experienced by a person from another who makes them feel embarrassed, uncomfortable and humiliated which further reduces a person self confidence. Sexual relationships between male teachers and female students and abusive language to female students by male teachers identified as a common phenomenon in Korogwe district secondary schools. Generally these acts erode not only confidence of girl students but also concentration girls in academic matters. As a result many girls with sexual relationship with their male teachers perform poor in their studies while others acquire pregnancies that shorten their studies.

The above findings correlate with World Bank report (2009) in Mozambique that revealed existence of sexual relationship between male teachers and female students. Furthermore, report stipulated that teachers concerned with sexual harassment and those who are found guilty of rape or sexual harassment or abuse are generally transferred to another post with no other sanction or legal action taken.

### **5.2.11 Distance to School and Gender Inequality in Access to Education**

The finding showed that long journey from home to school was a reason for inequality in access to education in Korogwe district secondary schools. Some students had to travel 4-6 km to school every day. Most of these students reach to their schools late and missed morning lessons; also they were punished when teachers found them did not perform the exercises. As a result the situation become intolerable to students especially girls and hence drop out.

Other students opted to live in rented house nearby school which they called “geto”. Because most of student in research area their parents involved in agricultural activities they earned low income and hence support their daughters in these rented house with very small amount of money for expenditure (some are given 3000 shillings per week). Under this situation girls are placed in high risk of temptation from motorcycle drivers (Bodaboda) who promised to provide support and eventually they perform poor in their studies whilst others acquire pregnancy and other associated risks which shorten their studies. In their geto also many girls are not supervised as result girls misuse time for preparation which finally also contributed to poor performance.

In similar findings Hayford (2002) study in Ghana found that in north Ghana children in these communities walk 5-10km or more to nearest primary school and the nearest junior and senior secondary schools which become the major reason for non attendance. Also Nsemkia (2003) found that distance is barrier for equality in access to education. To avoid lengthy walk to school some girls make their own lodging arrangement near community day school that do not offer boarding facilities.

Those self-borders are unsupervised by the school and they therefore fall in risk of theft and self abuse.

#### **5.2.12 Bias Education Curriculum and Gender Inequality in Education**

Triangulated sources in the interviews informed this study that bias education curriculum is existed in Korogwe District secondary schools. Teachers in Korogwe district secondary schools regarded boys as intelligent compared with girls and hence encourage them to take science subjects. Girls are given less motivation to carry out science subjects such as Mathematics, Chemistry and Physics. Less motivation of girls to science subjects exempted girls in science subjects which led to gender inequality in education system. In line with this finding Bamora (2010) in Ghana found that boys are highly motivated in Ghana than girls and therefore boys take science subjects for example Mathematics and Physics compared to girls.

#### **5.2.13 Conclusion on Research Question One**

Research question one explored factors causing gender inequality in access to education in Korogwe district secondary schools. The discussion and data from individual interview and focus group discussion revealed that, inequality in access to education in Korogwe district is contributed by many and various factors including poverty, socio-cultural practices like early and forced marriage, polygamy, dowry, ushashi and kugeleka. Inadequate school infrastructures such as hostels and dormitory, special room for matured girls and separate locked toilets for boys and girls, low motivation to girls as well as violence against women and girl child also identified as obstacles toward gender equality in access to education in Korogwe

district secondary schools. Furthermore, pregnancy and lack of sex education among students, domestic chores, parental education and occupation noted as reasons for inequality in access to education in Korogwe district secondary schools.

Moreover, long distance from home to school and bias education curriculum serve as barriers in equal access to education between boys and girls in Korogwe district secondary schools. The above factors retard international campaign in education for all (EFA) since boys in Korogwe district secondary schools gain more access to secondary education than their counterpart's girls.

### **5.3 Impacts of Gender Inequality on Education**

#### **5.3.1 Poverty**

The findings showed that inequality in education in Korogwe secondary schools is the source of poverty in Korogwe district. With regards that educated women with some education are more likely to work in the wage economy and are more likely to earn higher wages, the discrimination of girls in education in Korogwe district made them unable to work in formal jobs with higher wage as a results they depend on males to meet their daily requirements. Also lack of formal education among girls and women in Korogwe District specifically secondary education made many girls and women unable to access loans from various financial institutions such as banks, and SACCOS because they are unable to read, understand and fill forms from these institutions. This made girls and women to be unable to initiate development projects due to lack of capital and necessary skills to run petty business as their counterpart's males.

### **5.3.2 High Fertility Rate**

The findings revealed that inequality in access to education in Korogwe district secondary school resulted into high fertility rate. Discrimination of girls in access to education keep them away from basic skills to avoid unplanned and teenage pregnancies for example contraceptive and family planning techniques as a result many girls in Korogwe district who missed access to education specifically secondary education were forced to enter in early marriage and hence bear a large number of children. Murth *et al.*, 1995; Summers, 1994; Hill and King, 1995 found similar impact of gender inequality in access to education. Summer (1994) for example shows that females with more than seven years of education have an average fewer children in Africa than women with no education.

### **5.3.4 Employment of Girls in Informal Sectors**

The findings showed that gender inequality in access to education resulted into employment of girls in informal sectors. The employment in formal sectors requires skills and experience which obtained through formal education, lack of access to education among girls in Korogwe district limit them to seek employment in informal sectors such as house girls, bar made and food seller since this kind of employment does not consider much on formal schooling. Chimombo (2005) supported the above findings as observed that since education is often considered to be useful in gaining employment, especially in the formal sector and because girls and women often have less access to employment in these sectors than boys, parents perceive that education is not relevant for the economic roles of their daughters in the households.

### **5.3.5 Increase Risk of HIV/AIDS Affection to Girls**

It is learnt from finding that inequality in access to education in Korogwe district secondary placed girls and women in greater risk of being affected by of HIV/AIDS. Discrimination of girls and women makes them less aware of how to protect themselves from HIV/AIDS and other sexually transmitted diseases.

Moreover gender inequality in access to education in access to education in Korogwe district secondary schools made girls to migrate in urban centers such as Dar es Salaam, Arusha and Mombasa to look for jobs. Because, they are uneducated they cannot employed in formal sectors hence they face tough life and low standard of living. To seek for relief they engage in prostitution acts in the cities eventually get unplanned pregnancies, HIV/AIDS and other sexually transmitted diseases. Bamora (2010) in Ghana found similar finding in Ghana by arguing that lack of education including sexual and reproductive health makes girls in risk of HIV/AIDS and other sexually transmitted diseases.

### **5.3.6 Increase of Infancy and Child Mortality Rate**

Triangulated methods informed (Focus group discussion, interview and documents) inform the study that inequality in access to education in Korogwe District secondary schools led to increase of infancy and child mortality rate. Data from focus group discussion showed that uneducated women are less informed about medical care and they put less emphasis on their children immunization, also they are less informed about their children nutritional requirement and less likely to adopt improved sanitation practices. As a result, their infants and children have shorter survival rates due to malnutrition.

According to literature, several other studies have emphasized increasing awareness of the relationships between maternal education achievement and child health. The children of educated women tend to be better nourished and are most likely to receive immunizations and therefore experience much low child mortality rates than children born to women with little or no education (World Bank, 1993; UNICEF, 2000).

### **5.3.7 Increase of Girl's School Dropout**

Findings from data reveal that unstable education system result into dropout particularly girls in Korogwe district secondary schools. The data from interview showed that girls in Korogwe District secondary schools dropped their studies due to many factors including poverty, pregnancy low academic performance, distance from home to school and socio-cultural practices. All of these made the number of boys to be higher than girls in Korogwe District secondary schools and eventually gender inequality in education continue to perpetuate patriarchy system in Korogwe District.

### **5.3.8 Conclusion on Research Question Two**

The research question two intended to investigate the impacts of gender inequality in access to education in Korogwe district secondary schools. Gender inequality in access to education in Korogwe district secondary schools led to poverty, high fertility rate, employment of girls in informal sectors such as house girls, bar made and food seller. Inequality education system in Korogwe District secondary school also led to increase of infancy and child mortality rate, and furthermore placed girls

in higher risk of affection by HIV/AIDS compared to boys and men in Korogwe District. All these impacts do not speak to empower women in Tanzania society.

## **5.4 Strategies to Bring Gender Equality in Secondary Education**

### **5.4.1 Gender Mainstreaming and Gender Equality in Education**

It can be learnt from data that gender mainstreaming can be solution to achieve gender equality in access to education in Korogwe District secondary schools. Gender mainstreaming can be explained as process of taking into consideration gender issues in development activities at all levels for example making laws, policies and programmes. It helps women and men to benefit equally from development projects. Data from focus group discussion and documents reveal that the number of female teachers in Korogwe district secondary schools is few compared to males. Several interpretations can be made from such information. Firstly there is no gender mainstreaming in teacher training colleges and Universities also the second interpretation is that there is no effective gender mainstreaming in secondary education to enable both boys and girls to reach colleges and universities. In order to achieve gender inequality in Korogwe District secondary schools there is greater demand of gender mainstreaming in education from elementary level to tertiary and high learning institutions as adopted in Indonesia through presidential instruction number 9/2000 as main policy and strategy to reduce the gender gap.

### **5.4.2 Change of Negative Socio-Cultural Beliefs, Norms, Values, Attitudes and Practices**

Focus group data and interview data showed that gender equality in access to education in Korogwe district is possible through changing negative socio-cultural

practices. As indicated in previous chapter several negative socio-cultural practices and values are still practiced in Korogwe District such as early and forced marriage, dowry, polygamy, practices of preparing girls to take wife responsibilities (traditionally called Kugeleka) as well as practices of appraising school student when they give birth (traditionally called ushashi). All mentioned socio-cultural practices need to be changed to access many marginalized girls in Korogwe district to education for further economic development as Dollar and Gatti (1999) hold that any religious, social and cultural preference not to educate girl is a distortion that hinder economic growth.

#### **5.4.3 Women Right and Human Right, Violence Against Women and the Girl Child**

Two perspectives emerged from the findings concerned about women right and human right, violence against women and girl child in Korogwe district. First perspective is grounded from data collected from interview that despite of existing laws to protect women right and violence against women and the girl child still there is need to establish and enforce new laws and policy to rescue women and girls from violence which impede women and girls right to education as basic human right.

The second perspective as showed from focus group discussion and interview data indicated that the current laws and policy in Tanzania to protect women right and violence against women and the girl child are enough but they are only in papers and therefore much effort are needed to implement it since sometimes corruption interfere the realization of women right and protection of women and girls from violence for example during interview respondents reveal that the people who are

found guilty of pregnant of school girls in Korogwe District use money to lobby parents and police officers so as to distort cases.

According to above discussion the current researcher argues that the government in collaboration with Non Governmental Organization should establish and implement strictly laws and policies to protect women and girls from violence at the same time implementing effectively the current policies so as to realize gender equality in access to education as basic human right to education.

#### **5.4.4 Increasing Admission or Access to Education**

The data from focus group discussion indicated that lowering entrance grade to female students is important during promotion of students from one level of education to another in order to increase the enrolment rate of female student for the purpose bringing equality in access to education particularly secondary education in Korogwe. It is noted from discussion that girls perform poor not because they are less capable compared to boys rather they are overburden by domestic chores which makes them impossible to do effective preparation while they are at home as we compared to boys. Mlama (2001) and Musisi, (2001) echoed in strategy as applied in many African countries in higher education institutions in countries such Ghana, Kenya, Malawi, Tanzania and Zimbabwe. This strategy also needs to be adopted in ordinary secondary education for the same purpose of increasing girl's enrolment in secondary education.

Interviews data showed that greater demand of government with collaboration with Non Governmental Organizations should support girls from poor families in terms

school fees, school uniform, transport cost as well as teaching and learning materials. Many girls from poor families shorten their studies due to lack of necessary requirement to resume studies and if government and NGO'S provide support to them we can balance gender in secondary education. United Nation Development Programme (UNDP) (2010) and Bamora (2010) concur with above findings these findings explained that fees are barrier to school attendance for children from poor and/ rural households and therefore there is greater need for government to remove school fees and other contribution in order to increase female enrolment in secondary levels.

#### **5.4.5 Formulation of Policies to Address Gender Inequities and Inequalities**

It is learnt from interview data that the current policies are suitable for narrowing gender gap in access to education in Korogwe district secondary schools but problem arise from implementation of existed policies. For example, the policy now in Korogwe is that when a girl gets into family way along the line, she can go back and deliver and come back to school. In reality this policy is not implemented in Korogwe secondary schools, when girls get pregnant dropout, deliver and ended her education. Also the data from documents showed that the policy required school boys implicated in school girls pregnancy to temporarily withdraw from school for a specified period but this is not often enforced in Korogwe district secondary schools.

In line with this findings Chilisa, (2002) observes that in Botswana and Ivory Coast where new policy allow school girls mothers to return to school, there were less than 20% and 30% successful cases respectively. While evidence in Kenya also shows that less than 10% return to school (Wamahiu 1996). It can be concluded by researcher

that the action of the educational institutions to dismiss pregnant school girls is a violation of their fundamental human right since restricts their access to education.

#### **5.4.6 Gender Sensitization and Social Mobilization**

The data from interview and focus discussion suggested that more education and sensitization is needed to bring equality in access to education in Korogwe district secondary schools. Mass education is required to society through mass media or meetings to insights parent's teachers and community members as whole on importance of girl education for further socio-economic development community and society at large. Through education it will help to eradicate bad socio-cultural practices such as early and forced marriage, dowry and many others that practiced by parents and other community members in Korogwe District that hinder girls access to education. Kenya government echoed the above strategy as way of increasing awareness and implemented through meetings, workshops and seminars for decision makers (Government of Kenya 1997).

#### **5.4.7 Addressing School and Education System Level Obstacles (Improving School Infrastructure)**

The data generated from interview and focus group discussion showed that addressing of school infrastructure is essential for bringing gender equality in access to education in Korogwe district secondary schools. The data from interview and focus groups suggested that hostels and dormitories, separate locked toilets and special room under supervision of matron for girls to assist them when they are in menstruation period. Hostels and dormitories will help girls from far distance to stay nearby school and hence avoid temptation from males as result of long journey to

school. Also hostels and dormitories will keep girls away from domestic chores which hinder effective preparation to girls while they are at their homes.

Separate locked toilets and special room for girls identified as important for ensuring gender equality in Korogwe secondary schools. Separate toilet and special rooms for girls are important to make girls comfortable when they are in menstruation period and hence to reduce unnecessary absenteeism among girls when they are in menstruation period.

The above findings correlate with Kioga, (1997); Bamora, (2010); and World Bank report, (2009). Kioga, (1997) for example holds that separate latrines for boys and girls are essential for increasing girls attendance in schools while Bamora (2010) maintains that adequate school infrastructure such as hostels, furniture, drinking water, proper urinals and toilets and adequate materials for learning are very important for students especially girls access to education.

#### **5.4.8 Feeding Programmes in School**

Interview and focus group data reveal that feeding programs in Korogwe secondary school is essential for bringing gender equality in access to education. The data reveal that unavailability of feeding programmes in Korogwe district effect retention and performance of students to large extent. Girls affected deeply by absence of feeding programmes since they fall in temptation of males who promise them food soon after class hours as result many girls lose concentration on academics and hence poor performance while others dropped studies due to unplanned pregnancies. Bamora (2010) study in Northern Ghana correlates with above findings since feeding

programmes managed increased the number of students attendance especially girls. The same strategy is better to be adopted in Korogwe district secondary schools to increase number of girl's attendance, retention and performance rate.

#### **5.4.9 Guidance and Counseling Programs and Access to Girl's Education**

Interview reveals that guidance and counseling can be solution to address the problem of gender inequality in education. The data indicated that in Korogwe district secondary schools there is no effective guidance and counseling to enable students specifically girls to handle their problems that affecting academics as result many girls dropped out. The data from interview also reveal that there is greater demand for Korogwe District secondary schools to establish effective guidance and counseling unit in their school to assist girls individually or group to expose their problems so as to gain better way of solving their problems.

#### **5.4.10 Conclusion on Research Question Three**

The research question three had intention to explore mechanism to balance gender in access to education in Korogwe district secondary schools. Several strategies can be adopted in Korogwe district secondary schools to create equality in access education including gender mainstreaming in teacher training colleges and universities, change of negative socio-cultural beliefs, norms, values, attitudes and practices through mass education. Also effective implantation existing policies, gender sensitization and social mobilization, improving school infrastructure like construction of hostels and dormitories, special rooms for matured girls and separate toilets for boys and girls. Furthermore, feeding programmes, guidance and counseling are very important to attract students especially girls attendance to school.

## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter provides the last part of research report. It covers summary, conclusion and recommendations for actions and for further research.

#### **6.2 Summary of Study**

This study intended to examine factors causing gender inequality in access to education case Korogwe district secondary schools in Tanga Region. The study had three specific objectives

- (i) To examine factors for gender inequality in education in Korogwe district secondary schools.
- (ii) To investigate the impacts of gender inequality in education in Korogwe district secondary schools.
- (iii) To explore mechanism to balance gender inequality in education in Korogwe district Secondary schools.

Samples were selected from Magoma secondary school, Mfundia secondary school, Mashewa secondary school and Kizara secondary school. The participants selected were expected to provide maximum information about research problem and therefore the participants were purposefully sampled. This study had a sample size of forty three participants. The researcher adopted qualitative design so as make deep investigation from participants on how they perceived the problem of gender inequality in access to education in Korogwe district secondary schools. To realize

the intention of the study, in-depth interview were used together with focused group discussion method and documentary review in order to triangulate methods for the same purpose of increasing the reliability of the findings.

### **6.3 Summary of Findings**

Summary of findings is organized according to research questions. This study comprises of three questions:

### **6.4 Factors Causing Gender Inequality in Education in Korogwe District Secondary Schools**

Under this research theme examine the factors causing gender inequality in access to education in Korogwe district secondary schools can be categorized into three categories that is school context, socio-economic and cultural context and home context. Under school context it is learnt from findings that school environment is determinant factor for students to undertake studies. The findings from the study revealed that many schools in Korogwe district lacked adequate infrastructure such as toilets, furniture, classroom and special room for girls to access education. Also school officials perpetuate inequality in schools through programs and policies established in schools by teachers. However under school context it is found the existence of sexual relationship between male teachers and low motivation to female student demoralize girls to enjoy their basic right to access education.

Socio-economic and cultural factors in Korogwe district affect girls to access education. Poverty and some cultural practices such as early marriage, polygamy, dowry, ushashi and kugeleka prevent hundred of girls to access education. These

cultural practices does not motivate girls schooling rather than keeping the away from studies.

Home context is very important for students to carry out their studies. The study revealed that there is no balance of domestic works between boys and girls in the households. Girls are overburden with domestic works such as cleaning of house, washing dish, fetching water and firewood. All these domestic chores are negatively affect girls in all aspect of enrollment, retention and completion.

#### **6.4.1 Impacts of Gender Inequality on Education in Korogwe District**

##### **Secondary Schools**

Under this research question various impact were found including poverty, high fertility rate, and infancy and child mortality rate, employment of girls in informal sector as well as increase of dropout rates. Firstly findings reveal that lack of education plays significant role in production, which leads to economic growth. Lack of access to education among girls and women in Korogwe district reduce their productivity since they cannot be employed in high paying jobs because they lacked necessary skills to be employed in formal sectors.

Moreover, lack of education opportunity to girls in Korogwe district make women reduced their chances to access loan from financial institutions such as bank, Pride and SACCOS because it is difficult for them to read, understand, and fill loan forms so as to get loans, as a result women and girls in Korogwe cannot establish business due to lack of capital and necessary skills develop business.

High fertility rate is another finding of this study in Korogwe district. Many girls who lacked access to/ dropout secondary education found had child/ children that imply that inequality in access to education in Korogwe district secondary resulted into high fertility rate in Korogwe district since girls lacked necessary skills of family planning and better ways to avoid teenage pregnancies for example use of contraceptive like condoms.

The discussion further showed that gender inequality in access to education in Korogwe district led to increase of infancy and child mortality rate. The findings reveal that lack of access to education among women in Korogwe district made them less informed to nutritional and medical care of their children, put less emphasis on their children immunization; also they are less likely to adopt proper sanitary services as result their children survival rate become low.

Moreover employment of girls in informal sectors in Korogwe district is a result of gender inequality in access to education in Korogwe district secondary schools. The findings indicate that most of girls who lacked access to education or drop out from secondary education in Korogwe district migrate to urban centers such as Dar es Salaam, Arusha and Mombasa where they employed as house girls bar made and food seller works.

Increase risk of affection of HIV/AIDS to girls in Korogwe district is another finding of this study. The findings showed that inequality in access to education in Korogwe district forced girl to migrate to urban areas where they faced tough life in the streets, to overcome the situation they are forced to engage in prostitution acts to meet their

daily requirement for their survival where they acquire unplanned pregnancies and sexually transmitted diseases including HIV/AIDS affection.

Increase dropout rates among Korogwe district secondary schools identified as strong finding as result of gender inequality in access to education in Korogwe district secondary schools. Many girls in Korogwe secondary drop their studies due to many factors but common factors identified included poverty, bad socio-cultural and domestic chores.

#### **6.4.2 Mechanism to Balance Gender Inequality in Education in Korogwe**

##### **District Secondary Schools**

Gender mainstreaming is suggested as way of bringing balance in access to education in Korogwe district secondary schools. The findings reveal that mainstreaming gender from elementary education to tertiary and higher learning institution is very important enable equal access to education in Korogwe district since it was observed that the number of female teachers were few in number in schools to motivate female and parents to send their daughters to school.

Change of negative socio-cultural beliefs, norms, values, attitudes and practices is another finding of this study. Education is very important to enable parents teachers and students to change bad socio-cultural practices including early and forced marriage, dowry, ushashi and kugeleka in Korogwe district which limits large number of girl's access to education. There is greater demand to parents, teachers and society as whole in Korogwe district to change negative attitudes and practices that limit girl's access to education.

Increasing admission or access to education noted as important finding, the findings reveal that it is important to increase female access to education in Korogwe district secondary schools through lowering of grades to female students during promotion to next level or class in secondary and primary education. Also it is found that access to female can be increased through collaboration between government and Non Governmental Organization (NGO's) in supporting vulnerable girls particularly from poor families in school fees, transport cost, school uniform and learning materials.

Effective implementation of existing policies is another finding from this study. The findings showed that current policies are suitable for addressing the inequality in access to education in Korogwe district secondary but it needs effective implementation for example when girls became pregnancy the policy now is that she can go and deliver and come back to school. The findings reveal that it good policy but it lack effective implementation in Korogwe district secondary schools.

Construction of adequate infrastructure such as hostels, dormitories, separate locked toilets and special room for girls identified as most important facilities for addressing gender inequality in access to education in Korogwe district secondary schools. The findings reveal that hostels and dormitories will helps girls from distance to schools and rescue female students from domestic chores that made many girls to drop out. Also special room for girls will attract girls to schools especially when they are in menstruation period and therefore avoid unnecessary absenteeism due to menstruation. However, establishment of feeding programmes, guidance and counselling in Korogwe district secondary school noted as ways of narrowing gender gap in Korogwe district secondary schools. Feeding programme, guidance and

counseling enable students particularly girls to solve their problems in schools. Also these programmes will attract students to school especially girl's attendance and also the programme will keep girls away from temptation from street people who promised them food after class hours with expectation of attracting them to sexual intercourse

### **6.5 Conclusion**

Education is the right of every citizen regardless of gender, color or geographical location. Several factors including socio- economic and cultural factors, school context factors and home environment barriers pull girls away from education in Korogwe district secondary schools. Inequality in education in Korogwe district secondary schools led to poverty, high fertility rate, employment of girls in informal sectors like house girls, bar made and food seller. These affect not only social welfare of community but also the economic aspect of Korogwe district.

In order to ensure community and economic development in Korogwe district gender inequality in education should be addressed through mainstreaming gender in education in teacher colleges and universities, change of negative cultural practices such as early marriage, polygamy, ushashi and kugeleka practices

### **6.6 Implication of Findings**

Generally, the question of gender equality in education in Korogwe district secondary schools received relatively little attention. It is learnt from findings that several factors impedes girls to access education in Korogwe district. Socio-cultural factors like early and forced marriage, dowry, polygamy, act of training mature girls

to take wives responsibilities and ways of handling their husbands in future (kugeleka) and practice of praising schools girls who get pregnancy (ushashi) keep girls away to enjoy their basic right to education. Also poverty in the households and low motivations to female students still affect girls in Korogwe district in terms of access, retention and performance. The existence of sexual relationship between male teachers and female students without action to concerned teachers created hard time to school girls to gain access and performs their studies. All above barriers prevents hundreds of female students in Korogwe district to access education. This is against current Tanzania constitution (Article 11) which placed education as fundamental right to every citizen. Also it is against national and international convention which Tanzania ratified to ensure equal access to education between males and females, boys and girls.

It is against 1990 world conference on education for all in Jomtien, Thailand, which put emphasis on female education as not only fundamental right but also as an important means for economic and social development. Furthermore it is against Millennium Development Goal 2 and 3 which stress on importance of ensuring equal access to education for boys and girls, eliminating gender disparities in primary and secondary education, developing non-discriminatory education programs and curricular and allocating sufficient resources for monitoring and implementing equitable education reforms (Millennium Declaration, 2000).

Gender mainstreaming in education is international policy to realize education for all. Tanzania government adopted different plans and policies that emphasized equality in access, retention and performance between boys and girls. Despite of

introduction of these plans and policies that aimed to realize gender equality in access to education in Tanzania, these plans and policies established in Tanzania especially in Korogwe district remain in papers. The implementation of initiated plans and policies is serious problem in Korogwe district Secondary schools for example the policy of that require girls to continue with studies after delivery when they get pregnancy during the course of their studies is not implemented and girls therefore are not motivated to resume studies.

Failure to implement the plans and policies established to reinforce girls to access education perpetuate inequality and marginalize girl's basic right to education which eventually led poverty, high maternal and infant mortality rate, high fertility rate and employment of girls in informal sectors such as house girls and food seller. It can be noted that ensure equal access to education in Korogwe district secondary schools two tier approaches can be ingredient toward realization of gender equality in access to education in Korogwe district secondary schools. Parents and government have responsibilities to perform to ensure equal access to education.

On one hand parents in the households found partially contributed to inequality in access to education in Korogwe District secondary schools. Parents are needed to balance domestic chores among their daughters and sons in order to enable all of them to access education. Also there is greater demand for parents to avoid social cultural practices like early and forced marriage, ushashi and kugeleka traditions that serve as barrier to girl's access education in Korogwe district. In other hand government through its institutions demanded develop gender sensitive plans and policies as well as strict laws that promote gender equality in access to education in

Tanzania including Korogwe district, for example creating strictly laws to teachers who entertain sexual relationship with female students instead of transferring them to other working stations. Through collaboration between government and parents in Korogwe district secondary schools could enjoy equality in access to education between boys and girls.

## **6.7 Recommendation**

### **6.7.1 Recommendation for Actions**

Women and girls are considered as vulnerable because of lower social status and discrimination that they experience in education and society at large. Women and girls cannot contribute sufficiently to national development unless they are educated as well as man. Narrowing the gender gap in education is profoundly important for economic and social development. The need to reduce the gap is even more important when considers the benefit of mothers education both in reducing poverty among poor (UNESCO, 2003). It also has a major impact on other aspects of social development, later marriage and fewer children, lower maternal and infant mortality rates, on education to next generation (*ibid*).

In order to achieve gender equality in access to education in Korogwe secondary schools the current researcher suggests the following recommendations:

- (i) Government is needed to support students' specifically vulnerable girls in affording school fees, transport costs, school uniforms and learning materials to enable girls from poor families to access secondary education without barriers while at schools. It was observed from study that poverty limit girls

access to education in Korogwe district and therefore pressing call to government to support vulnerable girls.

- (ii) In Tanzania, it is a constitutional requirement for government to provide quality education for all children, however the research findings revealed that the study area schools lacked adequate school infrastructures such as furniture's, sanitation facilities, educational materials to provide favorable environment for learning and to promote general wellbeing of students and girls in particular. To some extent schools determine student's welfare by providing health or unfriendly environment. Thus, this study recommends that government needs to prioritize investment in education and develop policies to improve the financing of education in such a way as to provide adequate educational facilities for all schools to eliminate the long existing gender and spatial inequalities.

Such facilities provide opportunities for greater gender equity in access to education and create educational opportunities for the promotion of gender friendly environments at school and in communities. Schools should ensure proper maintenance of school facilities by carrying out periodic repairs to ensure sustainability of school infrastructure such as classrooms, toilets, furniture and learning environment.

- (iii) The government also must establish and implement new laws and policies to protect women and girls from violence. This will rescue girls from sexual relationships with their teachers and other members of society (Sugar daddies) who diverted girl's attention from studies.

- (iv) Mass education is very important (including parents, teachers, students and society as whole) through either mass media or regular meetings. Education will help them to understand importance of girl's education for community and economic development. Also education will facilitate parents to change attitude toward girl's education and other socio-cultural practices that hinder girl's access to education in Korogwe district.
- (v) There is greater demand for Korogwe district secondary schools to adopt feeding programmes. Feeding programmes will help to increase attendance rate of girls to school and it will reduce risk of temptation to girls from males who provide them food (chips and chips dume) class hours for expectation of sexual intercourse rewards.
- (vi) Effective guidance and counseling programmes need to be adopted in Korogwe district secondary schools to enable girl's especially vulnerable ones to solve their problems in right tracts rather than relying to peer influence.
- (vii) Health and sex education is also important in Korogwe district secondary schools. Many school girls were found dropping from studies because of unplanned pregnancies; this indicated that health and sex education is highly needed to enable female students to avoid teenage pregnancies and sexual transmitted diseases that shortened their studies and lives.
- (viii) The research results indicated that girls are affected by violence, and sexual harassment, and poor enforcement of policies and laws regarding issues such as corporal punishment and sexual abuse. A hostile school environment also

serves to discourage girls from attending to school. Heads of schools should lay down secured and clear procedures for student especially girls to feel safe and confident to report incidents of violence to appropriate authorities soon as they occur. The researcher also call government to reform the laws completely, ban corporal punishment in schools and exercise the political to implement the existing laws that defend and protect women and adolescent girls from risk of gender violence and discrimination which threaten their wellbeing and dignity and life opportunities.

#### **6.8 Recommendation for Future Researchers**

- (i) Teachers play significant role of upbringing students academically and socially. However the study findings reflected that these teachers are far from these roles. It found that teachers contribute to gender inequality in access to education and therefore a new study is hereby recommended to discover how teacher influence gender inequality in access to education in Korogwe district.
  
- (ii) This study concentrated on small geographical area of Korogwe district in Tanga Region but Tanga Region comprises of eight Districts. The sample involved in this study was also small. The researcher therefore recommends a general survey study to involve wider sample to explore the factors that have been identified to cause gender inequality in education.

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## APPENDICES

### **Appendix 1: Interview Guide Questions for Teachers**

1. As a teacher explain the factors that cause gender inequality in access to Education among secondary schools in Korogwe.
2. Being a teacher explain the impacts of gender inequality in education among the students in Korogwe district secondary schools.
3. As a teacher mention and explain measures to realize gender equality in education in Korogwe district secondary Schools.

**Appendix 2: Interview Guide Questions for Students**

1. As student explain the factors causing gender inequality in education among Korogwe district Secondary schools.
2. As student explain the impacts of gender inequality on education among the students in Korogwe district secondary schools.
3. Being a student explain how the problem of gender inequality in access to education in Korogwe secondary School can be addressed?

**Appendix 3: Interview Guiding Questions for Parents**

1. As a parent explain the factors causing gender inequality in education among Korogwe secondary schools.
2. As a parent explain the impacts of gender inequality in education among the students in Korogwe secondary schools.
3. You as a parent explain how the problem of gender inequality in education in Korogwe secondary Schools can be addressed?

**Appendix 4: Guiding Questions for Teachers/ Students Focus Group Discussion**

1. Explain the factors causing gender inequality in education among Korogwe district secondary schools.
2. Explain the impacts of gender inequality in education among the students in Korogwe District secondary schools.
3. Mention and explain measures to realize gender equality in education in Korogwe district secondary schools.

